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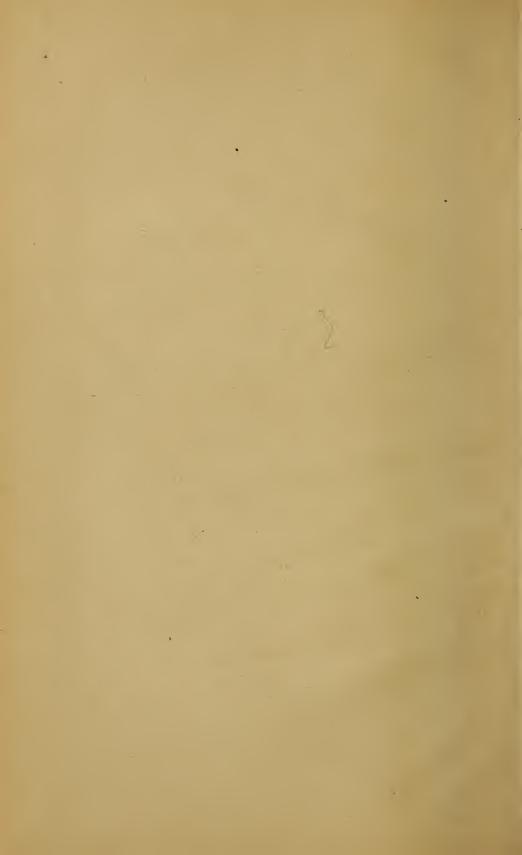
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UNITED STATES OF AMERICA.

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LESSONS IN ENGLISH.

COMPOSITION,

GRAMMAR, AND RHETORIC

COMBINED.

By W. W. GIST, A. M.



GEO. SHERWOOD & CO., Publishers.

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N the preparation of these lessons the author has aimed to avoid the extreme of mere technical grammar on the one side, and the opposite extreme of attempting to teach composition work without unfolding the well-established laws of our language. Believing that a practical knowledge of the language can be gained only by using it, he requires written work in nearly all the lessons.

Attention may be called to the following points:

- 1. The grammar part has been placed at the end of the book for reference, and the pupil is required to learn it only as he has occasion to make a practical use of it. The references are generally given; the student may have to consult the index sometimes.
- 2. The use of diacritical marks and the practical work in orthoepy stimulate the pupil to make constant use of the dictionary.
- 3. The principles of punctuation are taught from the beginning in sentence work.

- 4. The written exercises give a thorough drill in forming the plurals of nouns, in writing the singular and plural of verbs, in forming the possessive case of nouns, in spelling the most common forms of derivative words, and in many other practical points of written and spoken language.
- 5. The "Memory Gems" bring before the pupil some of the finest specimens in our language, and afford an abundance of material for critical study.
- 6. The illustrative examples from so large a number of our standard writers form an important feature.
- 7. The discussion of letter-writing and other kinds of composition work is comprehensive.
- 8. Prominence is given to the discussion of the participle partly because the subject is somewhat difficult and partly because the ability to use the participle appropriately gives one increased power as an elegant writer.

Although the author realizes that he has come far short of his ideal in the preparation of these lessons, he sends the book forth with the hope that it may stimulate many to a careful and critical study of our mother tongue.

Thanks are hereby tendered to Messrs. Houghton, Mifflin & Co., and to others who have kindly given permission to insert the "Memory Gems" contained in this book.

COE COLLEGE, CEDAR RAPIDS, IOWA, May, 1886.



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WHAT SHOULD A TEACHER OF THE ENGLISH LANGUAGE AIM TO ACCOMPLISH?

Thousands are attempting to teach "grammar" who have no conception of what they should try to do for their pupils. In many cases the time is spent almost entirely in analyzing and parsing without any practical drill in the use of the language. Pupils find such work irksome, they see no advantage in it, and as a result the whole subject becomes distasteful. Marsh has well stated the one common object that should be kept in mind:

"Among the many ends which we may propose to ourselves in the study of language, there is but one which is common and necessary to every man. I mean such a facility in comprehending and such skill in using his mother tongue, that he can play well his part in the never-ceasing dialogue which, whether between the living and the living, or the living and the dead, whether breathed from the lips or figured with the pen, takes up so large a part of the life of every one of us."

As a general statement this covers the ground exactly. Let us notice a few particulars:

- 1. One should be able to express his thoughts clearly and accurately in conversation. A gross violation of the most common laws of our language is inexcusable in one who has opportunities for study.
- 2. One should be able to express his thoughts clearly and accurately on paper with due attention to spelling, penmanship, punctuation, use of capitals, paragraphing, etc. It is the uniform testimony of editors that many college graduates are unable to prepare a manuscript that can be placed without correction in the hands of a compositor. Any one who has an extensive correspondence is amazed to find so many inaccuracies in the letters received from teachers, ministers, lawyers, and others recognized as leaders of society.
- 3. A student of our language should be able to grasp without difficulty the meaning of any selection of plain English. To do this he must have a somewhat extensive vocabulary—an accurate knowledge of the meaning of words.
- 4. He should also be able to read any selection of plain English so that he can convey its meaning to others in an agreeable and attractive manner. This requires accurate pronunciation, distinct enunciation, and proper expression. Many so-called scholars habitually mispronounce the most common words and do not regard it as a serious fault at all. Accuracy in pronunciation is a mark of a scholar. A knowledge of the common discritical marks is absolutely necessary for the proper study of orthoepy.
 - 5. A student should have some true appreciation of the

great English masterpieces for the sake of their influence upon his own style.

These are some of the things that every teacher should aim to accomplish.

INFLUENCES DETERMINING THE USE OF LANGUAGE.

- 1. One's home-life wields a greater influence than any other external power in determining the use of language. If a child hears correct language continually, he will naturally use correct language himself. If he hears ungrammatical expressions and mispronunciations, his own language will be defective, and years of the most careful and critical study may not be sufficient to correct it.
- 2. In the second place, the intellectual atmosphere that one breathes in his daily work wields a great influence over his language. If an individual moves in cultivated society, his language, as a rule, will be correct. If he comes in contact with the uneducated continually, the fact will generally be manifest in his language.
- 3. Constant communion with good books, and the memorizing of choice passages, wield a great influence in elevating one's language, in enlarging his vocabulary, and in quickening all his intellectual powers.
- 4. The critical study of standard writers is another most important element in the development of speech. An extensive vocabulary is essential to proficiency in a language. We probably acquire nine-tenths of our words by observing the connection in which they are used. It

will not always do, however, to rely upon the connection to reveal the meaning of a new word. One is often misled by relying upon this test. The dictionary should be consulted in the case of every word concerning which there is any doubt as to the meaning or pronunciation.

In carrying on the critical study of a masterpiece, a student, in addition to his attention to individual words, should carefully observe the parts that make up a sentence, including their position and power, and should carefully note the elements of strength, beauty, elegance, etc.

5. A careful study of the few fixed principles of the language, with practical drill both in speaking and writing, is all important. A study of the theory without experience in using the principles taught, is of little value.

These suggestions apply to the teacher as well as to the pupil. Every successful teacher of English is a diligent student of English.

Note.—All the sentences should be written on paper with pen and ink as a preparation for the recitation. At the recitation require each pupil to write at least one sentence on the blackboard, without the aid of his paper, with due attention to spelling, punctuation, penmanship, use of capitals, accuracy of words, and neatness of work. Let the teacher not be satisfied, if the pupil meets the special requirement of the lesson, but produces a sentence faulty in any particular. Let each part of every sentence pass before the class for criticism. It is assumed that every competent teacher of the English language is a critic.

Comparatively few lessons in false syntax have been given. The pupils will furnish examples of faulty sentences in every lesson. Let the teacher keep in mind the principles discussed in Lessons CCIII., CCV., and CCVI., and criticise all work with the greatest care. Pupils should be drilled from the very beginning to analyze subjects for essays.

LESSON I.

Every sentence should begin with a capital letter. Every sentence that simply states a fact or expresses a command should end with a period.

Write ten sentences, using one of the following words in each: dog, cow, horse, calf, cat, kitten, house, man, tree, pen.

Model.—The cat caught the mice.

LESSON II.

An interrogation point should be placed at the end of every question.

Write ten questions, using one of the following words in each of the questions: train, barn, wagon, apple, book, see, give, write, go, talk.

Model.—Did you see the train of cars?

LESSON III.

The long sound of a vowel is indicated by a straight line above it; as, \bar{a} in the word fate.

Write ten sentences each containing a word with the long sound of a in it, giving the letter the proper discritical mark.

Model.—Children like to $pl\bar{a}y$.

LESSON IV.

Write ten sentences each containing a word with the long sound of e in it, giving the proper discritical mark.

Model.—Create in me a clean heart, O God.

LESSON V.

Write ten sentences each containing a word with the long sound of i in it, giving the proper discritical mark.

Model.—The farmer $dr\bar{\imath}ves$ a $f\bar{\imath}ne$ team.

LESSON VI.

Write ten sentences each containing a word with the long sound of a in it and a word with the long sound of o in it, giving proper discritical marks.

Model.—The boy drove the $n\bar{a}il$ into the $b\bar{o}ard$.

LESSON VII.

Write ten sentences each containing a word with the long sound of u in it.

Model.—A $m\bar{u}te$ is a person who can not speak.

NOTE.—The teacher should impress upon the minds of the pupils the fact that the long sound of u is not the same as the sound of \overline{oo} .

LESSON VIII.

Write ten sentences each containing a word with the long sound of i in it and a word with the long sound of y in it, giving the proper diacritical marks.

Model.—The spider could not catch the $fl\bar{y}$.

LESSON IX.

Write ten sentences each containing w as a vowel.

Model.—The boy is proud of his new slate.

Note.—Remember that w is a consonant at the beginning of a syllable and a vowel at the end of a syllable.

LESSON X.

The short sound of a vowel is indicated by the *breve* \sim placed over it as in the following table:

\ddot{a}	. făt.
\check{e}	
ĭ	. pĭn.
ŏ	. nŏt.
\breve{u}	. tŭb.
$oxed{y} \ldots \ldots \ldots$. lÿnch.

Write ten sentences each containing a word with the short sound of a and also a word with the short sound of e, giving the proper discritical marks.

Model.—The $r\breve{a}t$ was afraid of the $h\breve{e}n$.

LESSON XI.

Write ten sentences each containing a word with the short sound of i and a word with the short sound of o.

Model.—The girl could $n\breve{o}t$ find the $p\'{i}n$.

LESSON XII.

Write ten sentences, each of the first five containing a word with the short sound of u, and each of the last five containing a word with the short sound of y.

Model.—The $t\overline{u}b$ is full of water. The $l\overline{y}nx$ is a ferocious animal.

LESSON XIII.

Write ten questions, using one of the following words in each question: pleasure, please, gape, abdomen, patron, patronize, forge, inquiry, brag, cost.

Model.—Did you make in quir'y about the book?

Note.—If the word has more than one syllable, indicate the accent as well as the length of the vowel.

LESSON XIV.

Write a short essay on one of the following subjects: Winter Sports, Summer Sports, Skating, Nutting, Christmas Day, Thanksgiving Day, Fourth of July, Decoration Day, A Pleasure Trip, A Picnic, etc.

Note.—The teacher should keep clearly in mind that a pupil can not learn to write except by practice. In most cases it requires years of experience before a pupil can tell, beyond a doubt, just when one sentence ends and another sentence begins. The youngest pupils, therefore, should be thoroughly drilled in easy composition work. They should be required to write a letter or a paragraph on some familiar topic every week. Some of these productions should be copied on the blackboard and criticised before the entire class. The critical, stimulating teacher will make this exercise attractive as well as profitable.

LESSON XV.

NOUNS.

A Noun is a name.

Names of particular persons, places, events, etc., are called **Proper Nouns.** Proper nouns must always begin with capitals.

Write ten sentences each containing a proper noun, the name of a person.

Model.—Washington has been called the father of his country.

LESSON XVI.

Write ten sentences each containing a proper noun, the name of a place.

Model.—Nashville is the capital of Tennessee.

LESSON XVII.

A name that may be applied to any one of a class of objects is called a **Common Noun**; as, boy, pen, horse, etc.

Write ten sentences each containing a common noun, the name of some animal.

Model.—The cow is one of the most useful of domestic animals.

LESSON XVIII.

The Italian sound of a is found in the word arm, and is indicated by two dots placed over it; as, $\ddot{a}rm$.

Write ten sentences each containing some word with the Italian sound of a in it; also a common noun, the name of some kind of grain or fruit.

Model.—Large quantities of wheat are raised on the färms of Illinois.

LESSON XIX.

The broad sound of a is heard in the word ball and is indicated by two dots placed under it; as, fall.

Write ten sentences each containing a word with the

road sound of a; also a common noun, the name of some rool or farm implement.

Model.—He threw the hammer into the täll grass.

LESSON XX.

Write ten sentences each containing a common noun, the name of some article of furniture; also a word with either the long, short, Italian, or broad sound of a.

Model.—The man sat on the chair.

LESSON XXI.

MEMORY GEM.

I REMEMBER.

1.

I remember, I remember
The house where I was born,
The little window where the sun
Came peeping in at morn;
He never came a wink too soon,
Nor brought too long a day;
But now I often wish the night
Had borne my breath away!

2.

I remember, I remember
The roses red and white,
The violets, and the lily-cups—

Those flowers made of light!
The lilacs where the robin built,
And where my brother set
The laburnum on his birthday,—
The tree is living yet!

3.

I remember, I remember
The fir-trees dark and high;
I used to think their slender tops
Were close against the sky.
It was a childish ignorance,
But now 'tis little joy
To know I'm farther off from Heaven
Than when I was a boy.

-Thomas Hood.

LESSON XXII.

A word used to qualify the meaning of a noun is called an **Adjective**; as, The tall man went home. In this sentence the word *tall* qualifies or describes the word man and is, therefore, an adjective.

Write ten sentences, using one of the following adjectives in each: beautiful, clean, good, bad, sick, little, round, noble, hard, deep.

Model.—The flowers in the garden were $bea\bar{u}'tiful$.

Note.—Give the proper discritical marks of the adjectives.

LESSON XXIII.

Write ten sentences each containing an adjective expressing color.

Model.—A black cloud hung over the village.

LESSON XXIV.

The letter c has two sounds, soft and hard; the soft sound is the same as s, the hard sound is the same as s; as c, soft, as in city; c, hard, as in call.

The letter c is soft before e, i, and y with one or two exceptions. It is hard before all other letters.

Write ten sentences each containing an adjective expressing size or shape; also a word with the soft sound of c.

Model.—The large gistern was nearly full of water.

LESSON XXV.

Write ten sentences each containing an adjective; also some word with the hard sound of c.

Model.—The carpet was of a bright red color.

LESSON XXVI.

Write ten sentences each containing a noun with soft sound of c in it.

Model.—A good *çitizen* will obey the laws of his country.

LESSON XXVII.

A word that expresses action is a **Verb**; as, The dog runs fast. In this sentence the word runs is a verb.

Write ten sentences each containing one of the following verbs: wrote, ran, walked, fell, drove, loves, obeys, will shoot, can fly, chop.

Model.—The boy wrote a neat letter to his mother.

LESSON XXVIII.

A word used to modify the meaning of a verb is called an **Adverb**; as, The bird flies *swiftly*. In this sentence the word *swiftly* is an adverb.

Write ten sentences with the verbs modified by one of the following adverbs: slowly, fast, neatly, not, quickly, beautifully, truthfully, falsely, disgracefully, badly.

Model.—A dog can run fast.

LESSON XXIX.

A word used instead of a noun is called a **Pronoun**. Some of the most common pronouns are *I*, he, she, me, him, his, my, we, you, their, them, your.

In the sentence, I saw the man and spoke to him, it is evident that the word I is used instead of the name of the one speaking, and that the word him is used instead of the word man.

Write ten sentences, using in each, one of the above pronouns.

Model.—The student lost *his* book on the way to the schoolroom.

LESSON XXX.

Note.—In the preceding lessons the aim has been to direct the pupils in sentence-building. No definition of a sentence has been given so far. Under the direction of an efficient teacher a child can be taught to write sentences correctly, before he fully comprehends a technical definition of a sentence. The pupil who has written the preceding exercises understandingly is prepared to study the parts of a sentence.

SIMPLE SENTENCES.

See definition of a sentence and a simple sentence Art. XIX.

The **Subject** of a sentence is that of which something is asserted. The **Predicate** is that which asserts something of the subject. The subject is a noun or pronoun. The predicate, in most cases, is the simple verb.

Write ten sentences, using the following nouns as the subjects: carpenter, farmer, horse, bird, house, knife, boy, rain, river, train.

Model.—The carpenter built a large house.

LESSON XXXI.

Write ten sentences, using one of the following verbs as the predicate of each: chopped, flew, saw, found, will laugh, can read, has written, had taught, walks, is sitting.

Model.—The boy *chopped* the wood.

LESSON XXXII.

See Art. XIX., 9.

Rule of Punctuation.—When three or more words are used in the same connection, a comma must be placed after each excepting the *last*.

Note.—There is a growing tendency to omit the comma between the last two nouns. Have the pupils notice the usage of standard writers.

A Compound Subject is formed by the union of two or more single subjects; as, John, William, and Thomas worked in harmony.

A Compound Predicate is formed by the union of two or more single predicates; as, The boy works, eats, and plays.

Write ten sentences, each having a compound subject composed of three or more nouns.

Model.—The men, women, and children have all gone on the excursion.

LESSON XXXIII.

Write ten sentences, each having a compound predicate composed of three or more verbs.

Model.—The farmer walked to town, purchased an ax, and carried it home.

LESSON XXXIV.

CASE.

A noun or pronoun used as a subject of a sentence, is in the **Nominative Case**. See Art. X.

Learn the nominative forms of all the personal pronouns.

Write ten sentences with compound predicates, using the following pronouns as the subjects: I, we, you, she, he, it, they.

Model.—I went to the country, visited many of my friends, and saw several objects of interest.

LESSON XXXV.

The hard sound of g is indicated by a line over it; the soft sound is indicated by a dot over it.

g, hard, as in $\bar{\mathbf{g}}$ ate.

g, soft, as in \dot{g} em.

Note.—When g has the soft sound, it is before the letters e, i, and y. Do not get the idea that g is always soft before e, i, and y.

Write ten sentences, each containing a noun with the hard sound of g in it. Put these nouns in the nominative case, and give the words the proper discritical marks.

Model.—The gate was torn from its hinges.

LESSON XXXVI.

Write ten sentences each containing a verb with the hard sound of g in it, and give the word the proper diacritical mark.

Model.—The man $\bar{g}\bar{a}ve$ the book to the boy.

LESSON XXXVII.

Write ten sentences, each containing a noun in the nominative case, with the soft sound of g in it, and give the word the proper diacritical mark.

Model.—The *general* gained a great victory over the enemy.

LESSON XXXVIII.

Write ten sentences, using the following adjectives and giving the proper diacritical marks to the g's: gigantic, generous, great, gentle, genuine, gossipy, guilty, gruff, genteel, giddy.

Model.—The hunter killed an animal of giāantic size.

LESSON XXXIX.

Write ten sentences, each containing a word in which g has the hard sound before e, i, or y.

Model.—The $\bar{g}irl$ would not $\bar{g}ive$ the book to the boy.

LESSON XL.

A noun used by way of address is in the **Absolute** Case. See Art. VIII.

RULE OF PUNCTUATION.—A noun in the absolute case by address, must be set off from the rest of the sentence by a comma or commas.

John shut the door.

John, shut the door.

Notice the difference of meaning in the above sentences. In the first sentence, the simple statement is made that John did shut the door. In the second sentence, John is addressed, and he is commanded to shut the door.

The following exercises should be read by the teacher and copied on the blackboard by the pupils. See that the sentences are properly punctuated. It will not be sufficient for the pupils to state orally where the punctuation marks should be. They should be required to place the punctuation marks in the proper places until they form the habit of doing it.

- 1. Mother may I go to visit my aunt to-day
- 2. What did you ask me to do father

- 3. I write unto you little children because your sins are forgiven
 - 4. Marvel not my brethren if the world hate you
- 5. Martha Martha thou art careful and troubled about many things
 - 6. I will bring you the book sir as soon as I can find it
 - 7. I pray thee Lord my soul to keep
 - 8. Look mother the sky is blue
- 9. Thanks thanks to thee my worthy friend for the lesson thou hast taught
 - 10. Blessings on thee little man Barefoot boy with cheeks of tan
 - 11. You can not my lords you can not conquer America
 - 12. I come not friends to steal away your hearts

LESSON XLI.

QUOTATION MARKS.

Quotation Marks must be used when the exact words of another are quoted.

Example.—"So, little boy," said he, "you would like to change places with me, would you?"

Notice that the whole sentence is quoted excepting the words said he.

RULE OF PUNCTUATION.—Words that are used in a sentence out of their natural order, are separated from the rest of the sentence by commas; as the words said he, in the above sentence.

Copy the following sentences on the blackboard, and punctuate properly:

- 1. Oh said the oak I do not think I am of any use
- 2. Well said John if you please sir I would like to see the cattle again
 - 3. I do not want this money said the landlord
 - 4. Alas gentleman cried Rip I am a poor quiet man
 - 5. Sisters and brothers little maid

 How many may you be

 How many Seven in all she said

 And wondering looked at me
 - 6. My listening angel heard the prayer
 And calmly smiling said
 If I but touch thy silvered hair
 Thy hasty wish hath sped

Note.—Have the pupils distinguish clearly the parts that are quoted.

LESSON XLII.

Write a short essay that shall include the following words, and such others as the pupils may see fit to use: picnic, baskets, dinners, day, pleasant, cars, river, woods, rain, wet, lost, clothes, sport, swing, spoiled, hurt, trees, pies, cakes, hammock.

Note.—This lesson, and others similar to it, may require the attention of the class for several days. Some of the essays should be copied on the blackboard and criticised in detail. Some of the sentences will be very faulty. In many cases the pupils will fail to understand

when one sentence ends and the following sentence begins. Let these mistakes be pointed out and the work re-copied.

In connection with the essay work, require frequent analyses of subjects.

TOPICAL OUTLINE.

A PICNIC.

- Preparations. { 1. Place.
 Company.
 Details.
- 2. The start.—delays, etc.
- 3. The journey. $\begin{cases} 1. & \text{Incidents.} \\ 2. & \text{Scenes.} \end{cases}$
- 4. Description of grounds.
- 5. How the time was spent.
- 6. Incidents and accidents.
- 7. The return.
- 8. Reflections.

LESSON XLIII.

MEMORY GEM.

BALLAD OF THE TEMPEST.

1.

We were crowded in the cabin,

Not a soul would dare to sleep,—

It was midnight on the waters

And a storm was on the deep.

2.

'Tis a fearful thing in winter

To be shattered by the blast,

And to hear the rattling trumpet

Thunder: "Cut away the mast!"

3.

So we shuddered there in silence,—
For the stoutest held his breath,
While the hungry sea was roaring,
And the breakers talked with Death.

4.

As thus we sat in darkness,

Each one busy in his prayers,

"We are lost!" the captain shouted

As he staggered down the stairs.

5.

But his little daughter whispered,
As she took his icy hand:
"Isn't God upon the ocean
Just the same as on the land?"

6.

Then we kissed the little maiden,
And we spoke in better cheer,
And we anchored safe in harbor
When the morn was shining clear.

-James T. Fields.

Note.—Let it be considered of the first importance that the pupils appreciate the beauty of this little poem.

LESSON XLIV.

Require the pupils to write out in their own language the thought of the poem in Lesson XLIII.

Note.—This kind of an exercise is very profitable for beginners.

LESSON XLV.

Questions on the poem in Lesson XLIII.

- 1. Why do you consider the poem beautiful?
- 2. Point out the quotations in it.
- 3. Point out two pronouns in the first stanza.
- 4. Point out six nouns in the first stanza.
- 5. Point out five nouns in the second stanza.
- 6. Point out four verbs in the third stanza.
- 7. Explain the use of the apostrophe in the second and the fifth stanzas. See Art. XXXI.
 - 8. Point out four adjectives in the sixth stanza.

LESSON XLVI.

OBJECTIVE CASE.

Some verbs require objects to complete their meaning. These verbs are called **Transitive** and the noun or pronoun following is in the **Objective Case.**

Example.—The man painted the house.

In this sentence the verb painted is transitive and the noun house is in the objective case.

Write ten sentences, using the following nouns in the objective case, and giving the proper discritical mark to the letter c in each: comb, collar, citizen, clamor, circus, evidence, district, convict, city, fence.

Model.—A large crowd of people attended the *çireus*.

LESSON XLVII.

A **Preposition** shows the relation between its object and the word that the phrase modifies. Its object is a noun or pronoun.

Some of the most common prepositions are: in, to, for, by, near, above, around, below, through, across, etc.

Write ten sentences each containing a noun in the objective case after one of the above prepositions.

Model.—The lawyer found the quotation in the book mentioned.

LESSON XLVIII.

PRONOUNS IN THE OBJECTIVE CASE.

See Art. X.

Learn the objective case of all the personal pronouns.

Write sentences with the following pronouns used after transitive verbs or prepositions: you, me, it, her, him, them, thee.

Model.—The man saw you reading a book.

LESSON XLIX.

POSSESSIVE CASE.

See Art. XVI.

The **Possessive Case** in the singular number is usually formed by annexing an apostrophe and an s to the simple form of the noun; as, The man's horse was killed in a railroad accident.

Write ten sentences, using one of the following nouns in the possessive case in each; also have the nouns in the possessive case modify the subjects of the sentence: student, farmer, mechanic, horse, cow, sheep, poet, girl, woman, orator.

Model.—The student's failure was owing to his lack of preparation.

LESSON L.

Write ten sentences each with a noun in the possessive case modifying another noun in the objective case.

Model.—The man caught the boy's horse as it was running away.

LESSON LI.

See Art. X.

Write ten sentences each containing a personal pronoun in the possessive case.

Model.—The orator held the attention of *his* audience for more than two hours.

LESSON LII.

Rule of Punctuation.—A period must be placed after every abbreviated word; as, Gen., Dr., D. D., etc. These abbreviations stand respectively for general, doctor, and doctor of divinity.

Rule of Punctuation.—When important words are omitted, the omission is indicated by a comma.

Columbus set sail from Spain on Friday, Aug. 3, 1492, and discovered the New World on Friday, Oct. 12, 1492.

Notice that periods are placed after the abbreviations and commas are inserted where words are omitted. The full expression would be—on Friday, which was the third day of August of the year 1492.

Explain the punctuation of the following sentence: I saw the man at Ravenswood, Jackson Co., W. Va., on Friday, July 4, 1884.

Punctuate the following sentences correctly after they have been copied on the blackboard:

- 1. The fight between the Monitor and the Merrimac took place near Fortress Monroe Va Sunday March 9 1862
- 2. Nathaniel Hawthorne was born at Salem Mass July 4 1804
- 3. Hawthorne died at Plymouth N H on Thursday May 19 1864
- 4. Washington Irving was born in New York on Thursday April 3 1783

- 5. Irving died at Sunnyside N Y on Tuesday Nov 29 1859
- 6. On Sunday July 21 1861 the first great battle of the American civil war was fought
- 7. On Friday June 17 1825 La Fayette participated in the ceremonies attending the laying of the corner-stone of the Bunker Hill monument

LESSON LIII.

Write ten sentences each stating some fact. Give the time and place of the event, and punctuate in accordance with the preceding principles.

Model.—George Washington was inaugurated President of the United States on Thursday, Apr. 30, 1789.

LESSON LIV.

LETTER-WRITING.

The following points will be considered in letter-writing:

- 1. The heading.
- 2. The introduction.
- 3. The body of the letter.
- 4. The close.
- 5. The address.

The *Heading* consists of the name of the place and the date.

The following will serve as models:

- 1. Hornellsville, N. Y., May 10, 1876.
- 2. Sharon, Mercer Co., Pa., Jan. 2, 1882.
- 3. Palmer House, Chicago, Ill., Aug. 10, 1879.

In the case of small towns, it is better to add the name of the county.

The *Introduction* includes the name of the person with the proper title and the complimentary address. When an intimate friend is addressed, the name may be omitted.

The following will serve as models:

- 1. Rev. John Jones, Dear Sir:
- 2. Cobb, Andrews, & Co.,

Cleveland,

Ohio,

Dear Sirs,

- 3. My dear Mother,—
- 4. My dear Sister:—

Note.—In a business letter it is customary to give the name of the place after the name of the person. It will be seen from the above examples that the punctuation after the complimentary address may vary. The ones given here are all in good use. Many authorities place

a period after the name of the State in such cases as the second example above, but there is no good reason for this.

The Body of the letter must depend upon the kind. A letter of friendship should be written in an easy, familiar style.

A business letter should be brief and clear in all its statements.

The most common conclusions will be seen in the following:

Your affectionate son;

Your sincere friend;

Yours truly; Yours respectfully.

There should be a comma between the complimentary close and the signature.

The following will serve as a model for the address on the envelope:

Dr. G. W. Johnson,

Jefferson,

Ashtabula Co.,

Ohio.

Write a letter of friendship to some intimate friend.

Note.—The teacher should criticise every part of the letter—heading, construction of sentences, punctuation, spelling, penmanship, neatness, folding, etc. Let this exercise be continued until the pupils can write creditable letters.

LESSON LV.

Write a business letter on one of the following themes:

- 1. Order a book.
- 2. Order a newspaper.
- 3. Apply for a situation.
- 4. Decline an offer of a situation.
- 5. Ask for a recommendation.
- 6. Ask for permission to hold a picnic on some one's grounds.

LESSON LVI.

APPOSITION.

A noun or pronoun used to explain the meaning of another noun or pronoun, is in the same case with it by **Apposition.**

Patrick Henry, a celebrated orator of Virginia, holds an honorable place among the great men of the land.

RULE OF PUNCTUATION.—A noun in apposition with another is separated from the rest of the sentence by commas, if it has other words connected with it.

Note.—The noun is not usually separated by commas if it is not modified by any other words than a or the.

EXAMPLE.—Samuel Adams the statesman was highly esteemed.

Note.—Notice the punctuation in this example and in the one preceding.

Write ten sentences, using the following names as the subjects modified by nouns in apposition: Daniel Webster, John Adams, Benjamin Franklin, Andrew Jackson, Thomas Jefferson, Nathaniel Hawthorne, John Wesley, Hiram Powers, Edward Everett, Abraham Lincoln.

Model.—Thomas Jefferson, a young student of great promise, listened to Patrick Henry's memorable speech before the Virginia Convention.

Explain the punctuation marks and capitals used in the sentences written.

LESSON LVII.

APPOSITION.

Write ten sentences, using the names of the last lesson in the objective case modified by nouns in apposition.

Model.—The audience listened to Daniel Webster, the most celebrated orator of his day.

LESSON LVIII.

MEMORY GEM.

THE OLD MAN DREAMS.

1.

Oh! for one hour of youthful joy,
Give back my twentieth spring;
I'd rather laugh a bright-haired boy
Than reign a bearded king.

2.

One moment let my life-blood stream From boyhood's fount of flame! Give me one giddy, reeling dream Of life, all love and fame!

3.

My listening angel heard the prayer, And calmly smiling said:

"If I but touch thy silver'd hair, Thy hasty wish had sped.

4.

"But is there nothing in thy track,
To bid thee fondly stay,
While the swift seasons hurry back
To find the wished-for day?"

5.

"Ah! truest soul of womankind!
Without thee, what were life?
One bliss I cannot leave behind;
I'll take—my—precious—wife."

6.

The angel took a sapphire pen, And wrote in rainbow dew:

"The man would be a boy again, And be a husband, too!

7.

"And is there nothing yet unsaid,
Before the change appears?
Remember all their gifts have fled
With these dissolving years!"

8.

"Why, yes; for memory would recall
My fond paternal joys,
I could not bear to leave them all,
I'll take—my—girl—and boys!"

9.

The smiling angel dropped his pen; "Why, this would never do; The man would be a boy again, And be a father, too!"

10.

And so I laughed—my laughter woke
The household with its noise—
And wrote my dream, when morning broke,
To please the gray-haired boys.

—Holmes.

LESSON LIX.

Write the thought of the above poem as an essay.

LESSON LX.

Points to be considered in the last poem.

- 1. Point out the quotations.
- 2. Explain the use of the apostrophe in the first, the second, and the fifth stanzas.
 - 3. Point out five nouns in the first stanza.
 - 4. Point out three pronouns in the third stanza.

5. Give the proper diacritical marks of the following words: moment, giddy, dream, angel, seasons, back, find, soul, leave, sapphire, broke

LESSON LXI.

ABBREVIATIONS.

Write ten sentences with each subject modified by one or more of the following abbreviated titles: A. M., A. B., B. S., D. D., LL. D., M. D., Sen., Jr., Esq., M. C.

Model.—Rev. Howard Crosby, D. D., LL. D., a distinguished preacher, is a scholar of recognized ability.

Note.—Notice that the titles are in apposition with the name, and are, therefore, separated from the rest of the sentence by commas. Notice, also, that in the title LL. D. there is no period after the first L. The two L's are used to indicate plurality.

MEANING OF COMMON ABBREVIATIONS.

A. M., Master of Arts.A. B., Bachelor of Arts.

B. S., Bachelor of Science.

D. D., Doctor of Divinity.

LL. D., Doctor of Laws.

Sen., Senior.

Jr., Junior.

Esq., Esquire.

M. C., Member of Congress.

Ph. D., Doctor of Philosophy.

Gen., General.

Mr., Mister.

Mrs., Mistress.

LESSON LXII.

THE VERB.

Note.—The pupil should examine the conjugation of the verb to love in the present tense, Art. XIII., 21, and should also study the subject of person in Art. II., 2, and Art. XIII., 26. The pupil should understand clearly that in the simple form of the verb, present tense, the third person singular always ends in s, and that the simple form of the verb is used for the other persons and numbers.

	SINGULAR.		PLURAL.
1.	Person, I love,	1.	We love,
2.	Person, You love,	2.	You love,
3.	Person, He loves.	3.	They love.

The Present Tense denotes present time.

Write ten sentences, using the following nouns as subjects, and the accompanying verbs as predicates. Write the verbs in the present tense:

Horse, walk; dog, run; boy, play; cow, eat; girl, write; father, love; clerk, sell; son, ride; house, stand.

Model.—The horse walks very fast.

The most common way of forming the plural of nouns is to add s to the singular. See Art. IV., 5.

Write ten sentences, using as the subjects the nouns given above in the plural number, and the verbs in the present tense.

Model.—The man's horses walk very slowly.

LESSON LXIII.

Write ten sentences with the subjects in the plural number formed by adding es to the singular. Have the verbs in the present tense, indicative mode.

Model.—The *churches* stand on the highest part of the hill.

LESSON LXIV.

See Art. XIII., 21.

Write ten sentences containing the following verbs in the future tense, indicative mode: see, write, eat, read, run, walk, hit, hurt, chop, ride.

Model.—The boy will see all the wonders of the city.

Note.—Notice that the sign of the future in the third person is will.

LESSON LXV.

See Art. XIII., 18.

Write ten sentences containing the following verbs in the past tense, indicative mode: walk, talk, love, seem, rain, snow, seize, discover, discourage, deceive:

Model.—The man walked forty miles in one day.

Note.—Have the pupils understand clearly why these verbs are regular.

LESSON LXVI.

Write fifteen sentences containing regular verbs in the indicative mode: five in the pres. perf. tense, five in past perf. tense, and five in future perf. tense.

Model.—The students have studied their lessons very carefully.

In the future perfect tense does the singular form of the verb differ from the plural form? How is it in the past perfect tense? How in the present perfect tense? In the simple form of the verb, indicative mode, active voice, in how many places does the singular form of the verb differ from the plural form?

Note.—Study the conjugation of the verb to love Art. XIII.

LESSON LXVII.

The law for adding s or es to form the third person singular of a verb in the present tense is the same as the law for forming the plural of nouns. See Art. IV.

Write sentences containing the following verbs in the indicative mode, present tense, with the subjects in the third person and singular number: employ, survey, convey, reply, rely, rally, carry, branch, echo, veto, woo, coo, do, specify.

Model.—The farmer *employs* a large number of laborers to assist him.

LESSON LXVIII.

See Art. XIII., 18.

The law for the formation of the different forms of irregular verbs is the same as for regular verbs. The past tense and perfect participle of all irregular verbs must be memorized. Much may be done to correct common errors of speech in young pupils before they understand anything of the theory of language. They may be taught the principal parts of the most common irregular verbs without the use of technical terms.

PRES. IND.	PAST IND.	PERF. PART.
do,	did,	done.
see,	saw,	seen.
go,	went,	gone.
eat,	ate,	eaten.
sit,	sat,	sat.

In the most of these verbs there is seldom a mistake in the present and future tenses. A child can be taught that if he desires to express past time, with one word, it must be the word in the middle column. If the auxiliary have, has, or had is used, the word in the third column must be used.

The man did the work, not done the work.

The boy saw the man, not seen the man.

The boy had gone, not had went.

The boy had seen, not had saw.

Write ten sentences with compound subjects and the

past tense, indicative mode, of the following verbs as the predicates: do, see, go, eat, sit, break, give, run, speak, fall.

Model.—James, William, and John did the work very carefully.

LESSON LXIX.

Write ten sentences with each subject modified by a noun in apposition, and the verbs of the preceding lesson in the present perfect tense, indicative mode, as the predicates.

Model.—James Brown, the careless boy, has broken the pitcher.

LESSON LXX.

Write ten sentences with each subject modified by a noun in the possessive and the verbs of Lesson LXVIII., in the past perfect tense, indicative mode, as the predicates.

Model.—Mr. Smith's boy had eaten the apple.

LESSON LXXI.

Study all the forms of the verb to be in the three tenses—present, past, and future.

Write eighteen sentences, using the verb to be in each of the forms of the three tenses mentioned above.

Model.—I am very anxious to visit the city at that time.

Note.—Observe carefully the difference between the singular and the plural forms of the verb.

LESSON LXXII.

Notice that the law for the formation of the perfect tenses of the verb to be is the same as for other verbs in those tenses. They are formed by the perfect participle preceded by the auxiliaries have, has, had, will have, etc.

Write twelve sentences, using the verb to be in some form of the perfect tenses.

Model.—The man has been very attentive to all his duties.

LESSON LXXIII.

See Art. XIII., 22.

Study the passive form of verbs carefully, and notice the law by which it is made.

Write ten sentences containing the following verbs in the past tense, indicative mode, passive voice, the subjects being in the singular number: perform, write, see, eat, freeze, do, know, shoot, shake, take.

Model.—The work was done with great skill.

Prepare a synopsis of each verb in the first person, indicative mode, passive voice. See Art. XIII., 19.

LESSON LXXIV.

Write ten sentences containing the following nouns in the plural number, and the verbs in the passive voice: lady, baby, ally, alley, survey, turkey, volley, levy, covey, journey.

Model.—The ladies were dressed in the height of fashion.

LESSON LXXV.

Write ten sentences containing, as subjects, nouns ending in y, whose plurals are formed by changing y into ies. Have the verbs in the passive voice.

Model.—Her navies were destroyed three times.

LESSON LXXVI.

Write ten sentences containing, as subjects, nouns ending in y, whose plurals are formed by adding s simply. Have the verbs in the passive voice.

Model.—The turkeys will all be killed on Thanksgiving Day.

LESSON LXXVII.

MEMORY GEM.

Go forth, then, language of Milton and Hampden, language of my country, take possession of the North American Continent! Gladden the waste places with every tone that has been rightly struck on the English lyre, with every English word that has been spoken well for liberty and for man! Give an echo to the now silent and solitary mountains; gush out with the fountains, that as

yet sing their anthems all day long without response; fill the valleys with the voices of love in its purity, the pledges of friendship in its faithfulness; and as the morning sun drinks the dewdrops from the flowers all the way from the dreary Atlantic to the Peaceful Ocean, meet him with the joyous hum of the early industry of freemen! Utter boldly and spread widely through the world the thoughts of the coming apostles of the people's liberty, till the sound that cheers the desert shall thrill through the heart of humanity, and the lips of the messenger of the people's power, as he stands in beauty upon the mountains, shall proclaim the renovating tidings of equal freedom for the race.

—Bancroft.

- 1. Study this selection carefully, so that its beauty and strength may be appreciated.
 - 2. Tell the cases of all the nouns, and give reasons.
 - 3. Point out all the verbs in the imperative mode.
 - 4. Give reason for each mark of punctuation, etc.
- 5. Give diacritical marks of following words: lyre echo, dewdrops, pledges, proclaim, etc.

LESSON LXXVIII.

See Art. XIII., 27.

Write ten sentences each containing a copulative verb with a noun as the predicate.

Model.—George Washington was chosen President of the United States.

Parse a noun in each sentence after this model:

George Washington prop. noun, third per., sing. no., mas. gen., nom. case, sub. of sentence.

Note.—A small amount of parsing may be made a useful exercise. It is often carried to an extreme.

LESSON LXXIX.

Write ten sentences containing copulative verbs with adjectives as predicates.

Model.—The man seemed cheerful.

Note.—Use ten different copulative verbs.

LESSON LXXX.

See Art. V.

Write twenty sentences illustrating each of the four possible uses of the nominative case by five sentences.

Model.—Sub.: The boy is a fine scholar.

Pred.: The best scholar in the school was a boy.

App. with Sub.: The best scholar in school, a very talented boy, gives promise of success.

App. with Pred.: Johnson was a bright youth, a boy of great promise.

LESSON LXXXI.

Let the teacher dictate the following sentences and the pupils copy them on the blackboard. Punctuate them properly, and give reason in each case.

- 1. It was the great hall of William Rufus the hall which had resounded with acclamations at the inauguration of thirty kings the hall which had witnessed the just sentence of Bacon and the just absolution of Somers the hall where the eloquence of Strafford had for a moment awed and melted a victorious party inflamed with just resentment the hall where Charles had confronted the High Court of Justice with the placid courage which has half redeemed his fame.

 Macaulay.
- 2. In 1455 he espoused Joanna a Portuguese princess sister of Alfonso the Fifth the reigning monarch.

—Prescott.

- 3. The son Philip the Second was a small meagreman much below the middle height with thin legs a narrow chest and the shrinking timid air of an habitual invalid.
 - —Motley.
- 4. The best heads that ever existed Pericles Plato Julius Cæsar Shakespeare Goethe Milton were well-read universally educated men and quite too wise to undervalue letters.

 —Emerson.
- 5. We turn for a short time from the topics of the day to commemorate in all love and reverence the genius and virtues of John Milton the poet the statesman the philosopher the glory of English literature the champion and the martyr of English liberty.

 —Macaulay.

6. The wits of Queen Annes reign or even of Charles IIs were not French by their taste or their imitation.

—De Quincey.

LESSON LXXXII.

SUBORDINATE ELEMENTS.

See Art. XIX., 12, 15.

Write ten sentences with the subjects modified by adjective elements of the first class, viz., adjectives, nouns in the possessive case, and nouns in apposition. Have the verbs all copulative.

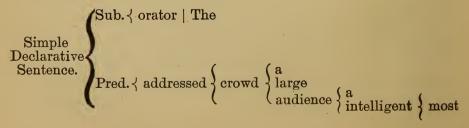
Model.—The farmer's house was a fine building.

LESSON LXXXIII.

Write ten sentences with the objects of transitive verbs modified by adjective elements of the first class.

Model.—The orator addressed a large *crowd*, a most intelligent *audience*.

Parse a noun in each sentence according to model. Diagram each sentence. Model:



LESSON LXXXIV.

Write ten sentences with the predicates modified by objective elements of the first class.

Model.—The student wrote a long letter.

Diagram the sentences.

LESSON LXXXV.

Write ten sentences with the predicates modified by adverbial elements of the first class.

Model.—The young man studies very diligently.

LESSON LXXXVI.

Write ten sentences with the following verbs modified by objective and adverbial elements of the first class: write, paint, accomplish, read, sing, speak, plan, see, lay, run.

Model.—The engineer ran the train very slowly.

LESSON LXXXVII.

Write ten sentences each containing an adjective, an adverbial, and an objective element of the first class.

Model.—An honest man does his work very conscientiously.

Note.—Continue the work of diagraming until the subject is mastered.

LESSON LXXXVIII.

MEMORY GEM.

Oh! there is an enduring tenderness in the love of a mother to her son that transcends all other affections of the heart. It is neither to be chilled by selfishness, nor daunted by danger, nor weakened by worthlessness, nor stifled by ingratitude. She will sacrifice every comfort to his convenience; she will surrender every pleasure to his enjoyment; she will glory in his fame, and exult in his prosperity; and, if misfortune overtake him, he will be all the dearer to her from misfortune; and if disgrace settle upon his name, she will still love and cherish him in spite of his disgrace; and, if all the world beside cast him off, she will be all the world to him.

—Irving.

- 1. Study the beauty of thought and language.
- 2. State the case of each noun and pronoun, and give reason.
- 3. Point out all the adjective elements of the first class; the objective elements of the first class; adverbial elements of the first class.

LESSON LXXXIX.

Write ten sentences with each predicate modified by an adjective element of the first class.

Model.—The student was considered a very accurate scholar.

Note.—Observe that the predicate must be either a noun or pronoun, and that the verb must be copulative.

LESSON XC.

Write ten sentences containing the following nouns in the plural number and possessive case: farmer, boy, child, man, lady, turkey, girl, woman, horse, teacher.

Model.—The farmers' homes were ornamented in a most attractive style.

LESSON XCI.

Write ten sentences each containing a noun in the possessive plural modifying a noun in the objective case.

Model.—The farmer carried the boys' books to the schoolhouse.

Note.—Point out all the modifying elements.

LESSON XCII.

Select ten sentences from standard writers, containing nouns in the plural possessive.

Model.—The issue of my case is at least a proof that opium, after a seventeen years' use and an eight years' abuse of its powers, may still be renounced.

—De Quincey.

LESSON XCIII.

Select from standard writers five sentences containing proper nouns ending in s with the possessive formed by an apostrophe and an s.

Model.—Columbus's hypothesis rested on much stronger ground than mere popular belief. —Prescott.

Select five sentences containing proper nouns ending in s with the possessive formed by an apostrophe alone.

Model.—Burns' poems are very popular.

LESSON XCIV.

Write ten sentences each containing a noun in the plural number formed by dropping the f or fe of the singular and adding ves.

Model.—The boys took their *knives* with them on the excursion.

LESSON XCV.

Write ten sentences each containing a noun in the plural number whose singular ends in f or fe, the plurals being formed by adding s.

Model.—All the *chiefs* of the departments assembled at the capitol to consult about important business.

Give the proper diacritical mark to the s in each word.

LESSON XCVI.

Write sentences containing the following words in the plural number: echo, potato, trio, canto, solo, piano, tyro, memento, lasso, halo.

Model.—A merry party of boys roused the echoes among the hills.

LESSON XCVII.

See Art. XIX., 15, 16.

Write ten sentences each containing an adjective element of the second class modifying the subject.

Model.—The love of money is the root of all evil. Give the diacritical marks of all the nouns.

LESSON XCVIII.

Write ten sentences with an adjective element of the second class modifying the predicate of each.

Model.—Jefferson was considered a man of fine ability.

What kind of verbs must these sentences contain?

LESSON XCIX.

Write ten sentences with the subjects modified by adjective elements of the second class and the predicates modified by adverbial elements of the second class.

Model.—The heroes of 1776 have always been held in the highest estimation.

Give the diacritical marks of all the important words.

LESSON C.

See Rules for Spelling, Art. XXXVIII.

Write ten sentences each containing an objective element of the first class and an adverbial element of the

second class. Use the following verbs in the past tense, indicative mode, as the predicates: plan, fan, drag, stop, drop, crop, flop, man, equip, prefer.

Model.—The sailors manned the vessel with the greatest skill.

Note.—Observe any peculiarity of spelling.

LESSON CI.

Write ten sentences using the following verbs in the past tense, indicative mode, as the predicates: prop, mop, mope, plan, plane, throb, slap, droop, pin, pine.

Model.—The man's heart throbbed with the greatest fear.

Give diacritical marks of all the verbs.

LESSON CII.

Write ten sentences with the subjects in the singular number modified by every, each, no, no one. Have a pronoun referring to the subject as its antecedent in the sentence, and use such tenses as have different forms for the singular and plural.

Model.—Every passenger has been required to purchase his ticket before entering the car.

What other tenses could be used in the active voice? In the passive voice?

Give diacritical marks of the nouns and verbs.

LESSON CIII.

Write ten sentences each containing an infinitive used as an objective element of the second class.

Model.—The student earnestly desires to learn.

Notice that to learn is the object of the verb desires.

LESSON CIV.

Write ten sentences each containing an infinitive used as an adverbial element of the second class.

Model.—The lady went to the city to visit the schools.

LESSON CV.

See Art. XIII., 17.

Write sentences each containing one of the following verbs in the past tense, indicative mode, modified by infinitives: intend, plan, expect, hope, purpose, command.

LESSON CVI.

Write ten sentences, infinitives as subjects or predicates. **Model.**—To err is human.

LESSON CVII.

Write ten sentences each containing an adjective, an adverbial, and an objective element, the modifying elements being of the second class.

Model.—The students of the college desire to excel in their work.

LESSON CVIII.

MEMORY GEM.

The eloquence of Mr. Adams resembled his general character, and formed indeed a part of it. It was bold, manly, and energetic; and such the crisis required. When public bodies are to be addressed on momentous occasions, when great interests are at stake and strong passions excited, nothing is valuable in speech further than as it is connected with high intellectual and moral endowments. Clearness, force, and earnestness are the qualities which produce conviction. True eloquence, indeed, does not consist in speech. It can not be brought from far. Labor and learning may toil for it, but they will toil in vain. Words and phrases may be marshalled in every way, but they can not compass it. It must exist in the man, in the subject, and in the occasion. Affected passion, intense expression, the pomp of declamation may aspire after it; they can not reach it. It comes, if it come at all, like the outbreak of a fountain from the earth, or the bursting forth of volcanic fires, with spontaneous, original, native force. The graces taught in the schools, the costly ornaments and studied contrivances of speech shock and disgust men, when their own lives, and the fate of their wives, their children, and their country, hang on the decision of the hour. Then words have lost their power, rhetoric is vain, and all elaborate oratory contemptible. Even genius itself then feels rebuked and subdued, as in the presence of higher qualities. Then patriotism is eloquent; then self-devotion is eloquent. The clear conception, outrunning the deductions of logic,

the high purpose, the firm resolve, the dauntless spirit, speaking on the tongue, beaming from the eye, informing every feature, and urging the whole man onward, right onward to his object—this, this is eloquence; or rather it is something greater and higher than eloquence; it is action, noble, sublime, godlike action.

—Webster.

[Note.—John Adams and Thomas Jefferson died July 4, 1826. Webster delivered the famous speech from which this extract is taken, in Faneuil Hall, Boston, Aug. 2, 1826.]

- 1. This is probably the best definition of eloquence in the English language.
 - 2. Study the thought carefully.
 - 3. Point out and classify the different modifiers in it.
- 4. Give the case of each noun and pronoun and state the reason.
- 5. Give diacritical marks of the following words: resembled, general, character, energetic, occasions, excited, force, declamation, volcanic, genius, action.
- 6. Point out a sentence with a compound subject. Note the punctuation.
 - 7. Explain any peculiarity of spelling in outrunning.

Write an essay on one of the following subjects: Webster's Boyhood; Webster as a Lawyer; Webster as an Orator.

Note.—Let the composition work be carried on each week as has been suggested heretofore.

LESSON CIX.

Write sentences using each of the following verbs in such forms as will reveal the principal parts of the verbs: see, lose, choose, write, steal, eat.

Models.—The boy will see the man. The boy saw the man. The man had been seen by the boy.

In how many tenses of the indicative mode is the first of the principal parts used? The second? In how many tenses of the indicative mode, active voice, is the perfect participle used? In the passive voice?

LESSON CX.

Let the following sentences be dictated by the teacher and copied by the pupils. Explain each mark of punctuation.

- 1. Let me make the ballads of a nation said Fletcher and I care not who makes the laws.
- 2. A boy says Plato is the most vicious of all wild beasts.
- 3. Nature never sends a great man into the planet says Emerson without confiding the secret to another soul.
 - 4. The prisoner said the witness was a convicted thief.
- 5. God forgive me said Hilda if I have said a need-lessly cruel word Let it pass answered Miriam I whose heart it has smitten upon forgive you And tell me before we part forever what have you seen or known of me since last we met.

 —Hawthorne.

LESSON CXI.

Diagram the following sentences, classify all the elements, and parse the important words.

- 1. The history of persecution is a history of endeavors to cheat nature, to make water run up hill, to twist a rope of sand.

 —Emerson.
- 2. With consistency a great soul has absolutely nothing to do.

 —Emerson.
- 3. Spartans, stoics, heroes, saints, and gods use a short and positive speech.

 —Emerson.
- 4. Without doubt the greatest man of rebellion times, the one matchless among forty millions for the peculiar difficulties of the period, was Abraham Lincoln.

—Longstreet.

LESSON CXII.

See Art. XIII., 10.

Write ten sentences each containing an infinitive with the sign omitted. Give the proper discritical marks to the verbs.

Model.—I saw the boy chop the tree down.

LESSON CXIII.

Select from standard writers ten sentences containing an appositive introduced by as.

Model.—Genius may almost be defined as the faculty of acquiring poverty.

—Whipple.

Parse all the nouns.

LESSON CXIV.

Write sentences containing the present, past, and past perfect tenses, indicative mode, of the following verbs: to lie (to recline), to lay, to rise, to raise, to sit, to set.

Have each sentence contain a word with the unmarked sound of ch.

Model.—The *children lay* on the grass for several hours.

Parse the verbs.

MODEL.

lay irreg. int. v.,
p. p., lie, lay, lain,
ind. mode,
past tense,
conjugated
third per.,
plu. no.,
agrees with sub. children.

Note.—Pupils should be drilled very carefully on these verbs. Let them understand which ones are transitive and which intransitive.

LESSON CXV.

Select from standard writers sentences that contain the verbs of the preceding lesson.

Model.—Heaven lies about us in our infancy!
—Wordsworth.

LESSON CXVI

Correct the mistakes in the following sentences:

- 1. We received orders to lay upon our arms.
 - --The Century.
- 2. He dragged Greeley out and sat him up.
 - —The Century.
- 3. My horse laid down in the water.
- 4. The girl sat the pitcher on the table.
- 5. The man has set on the chair for a long time.
- 6. The man raised up and then went away.
- 7. The river raised a foot last night.

LESSON CXVII.

See Art. X., 8.

Write fifteen sentences each containing a compound personal pronoun used for emphasis; also a word with the hard sound of ch. Let five of the pronouns be in the first person, five in the second person, and five in the third person.

Model.—I will sing the chorus myself.

Diagram the sentences.

Write an account of an Imaginary Trip on the Mississippi, on the Hudson, on the Ohio, on the Amazon, on the Rhine.

LESSON CXVIII.

Write fifteen sentences each containing a compound personal pronoun with a reflexive use, and a word with the soft sound of *ch*.

Model.—I injured myself very badly in repairing the machine.

LESSON CXIX.

Select twelve sentences from standard writers each containing a compound personal pronoun.

Model.—The generations of men are not like the leaves on the trees which fall and renew themselves without melioration or change; individuals disappear like the foliage and the flowers; the existence of our kind is continuous, and its ages are reciprocally dependent.

-Bancroft.

LESSON CXX.

MEMORY GEM.

AFTER THE BURIAL.

1.

Yes, faith is a goodly anchor; When skies are sweet as a psalm, At the bows it lolls so stalwart, In bluff, broad-shouldered calm.

2.

And when over breakers to leeward
The tattered surges are hurled,
It may keep our head to the tempest,
With its grip on the base of the world.

3.

But, after the shipwreck, tell me What help in its iron thews, Still true to the broken hawser, Deep down among seaweed and ooze?

4.

In the breaking gulfs of sorrow, When the helpless feet stretch out And find in the deeps of darkness No footing so solid as doubt.

5.

Then better one spar of Memory, One broken plank of the Past, That our human heart may cling to, Though hopeless of shore at last!

6.

To the spirit its splendid conjectures To the flesh its sweet despair, Its tears o'er the thin-worn locket With its anguish of deathless hair!

7.

Immortal? I feel it and know it, Who doubts it of such as she? But that is the pang's very secret,— Immortal away from me.

8.

There's a narrow ridge in the graveyard Would scarce stay a child in his race, But to me and my thought it is wider Than the star-sown vague of space.

9.

Your logic, my friend, is perfect, Your words most drearily true; But since the earth clashed on her coffin, I keep hearing that, and not you.

10.

Console, if you will, I can bear it;
'Tis a well-meant alms of breath;
But not all the preaching since Adam
Has made Death other than Death.

11.

It is pagan; ut wait till you feel it,—
That jar of our earth, that dull shock
When the ploughshare of deeper passion
Tears down to our primitive rock.

12.

Communion in spirit! Forgive me,
But I, who am earthy and weak,
Would give all my incomes from dreamland
For a touch of her hand on my cheek.

13.

That little shoe in the corner, So worn and wrinkled and brown, With its emptiness confutes you, And argues your wisdom down.

-Lowell.

Study this selection critically as suggested in the preceding gems.

LESSON CXXI.

Write five sentences containing interrogative pronouns in the nominative case; five sentences containing interrogative pronouns in the possessive case; five sentences containing interrogative pronouns in the objective case.

Model.—Whom are you expecting to come on the next train?

LESSON CXXII.

See Art. XII., 3.

Write twelve sentences containing interrogative pronouns used adjectively: six modifying nouns in the nominative case and six modifying nouns in the objective case.

Models.—What man ever accomplished so much work? What man did you see?

LESSON CXXIII.

Select from standard writers twelve sentences illustrating the three common uses of the period.

Model.—The aged George II. died suddenly of apoplexy on the twenty-fifth day of October, 1790.

—Bancroft.

LESSON CXXIV.

Illustrate each use of the apostrophe by four sentences. **Model.**—The student wrote his 5's very carelessly.

LESSON CXXV.

COMPLEX SENTENCES.

Study Art. XXII. carefully.

Write ten complex sentences each containing an adverbial clause of time.

Model.—When a great man falls, the nation mourns.

LESSON CXXVI.

Write ten complex sentences each containing a conditional clause. Have one of the verbs in each in the progressive form.

See Art. XIII., 23.

Model.—If the student is studying very diligently, he will probably succeed.

Diagram the sentences after this model.

LESSON CXXVII.

Write ten complex sentences each containing a concessive clause. Use the following verbs in the progressive form in the subordinate clauses: plan, mop, mope, hoe, shoe, change, eye, pine, beg, dye.

Model.—Although the man was hoeing the corn very carefully, he did not seem able to keep the weeds down.

LESSON CXXVIII.

MEMORY GEM.

Looking into himself, he saw weaknesses enough, but neither meanness nor dishonesty nor timidity. His overweening self-esteem was his chief blemish; and, if he compared himself with his chief fellow-workers, there was some point on which he was superior to any one of them; he had more learning than Washington, or any other statesman of his age; better knowledge of freedom as grounded in law than Samuel Adams; clearer insight into the constructive elements of government than Franklin; more power in debate than Jefferson; more courageous manliness than Dickinson; more force in motion than Jay: so that, by varying and confining his comparisons, he could easily fancy himself the greatest of them all. He was capable of thinking himself the center of any circle, to which he had been no more than a tangent; his vanity was in such excess that in manhood it sometimes confused his judgment, and in age bewildered his memory; but the stain did not reach beyond the surface; it impaired the luster, not the hardy integrity of his character. He was humane and frank, generous and clement; if he could never sit placidly under the shade of a greater reputation than his own, his envy, though it laid open how deeply his self-love was wounded, had hardly a tinge of malignity. He did his fame injustice when, later in life he represented himself as suffering from persecutions on account of his early zeal for independence; he was no weakling to whine about injured feelings; he went to his task, sturdy and cheery and brave; he was the hammer,

and not the anvil; and it was for others to fear his prowess and to shrink under his blows. His courage was unflinching in debate, and everywhere else; he never knew what fear was; and had he gone into the army, as he once longed to do, he would have taken there the virtues of temperance, decision, and intrepidity. To his latest old age, his spirit was robust, buoyant, and joyous; he saw ten times as much pleasure as pain in the world; and, after his arm quivered and his eye grew dim, he was ready to begin life anew and fight its battle over again.

—Bancroft on Adams.

- 1. What is your estimate of this selection?
- 2. Is the author apparently fair in estimating Adams' character?
 - 3. Why do you think so?
- 4. Point out all the compound personal pronouns in the selection and determine whether they are used for emphasis or in a reflexive sense.
- 5. State the case of each noun and pronoun and give reason.
 - 6. Parse in full five nouns.
 - 7. Point out all the adverbial clauses and classify them.
 - 8. Explain each point of punctuation.
 - 9. Show where the punctuation might be changed.
 - 10. What was Adams' chief blemish?
- 11. Why did he imagine himself greater than many of his associates?
 - 12. What is a tangent?
- 13. Why is the letter e retained in courageous? See Art. XXXVIII.

14. Is *laid open* the best expression as used in the selection?

LESSON CXXIX.

Study Art. XXXVIII., carefully.

Write twelve complex sentences each containing an adverbial clause expressing cause. Use in the sentences adjectives derived from the following words: love, move, change, service, courage, rogue, sense, style, deserve, manage, peace, notice.

Model.—The young man was a great favorite with his companions, because he had a most *lovable* character.

Diagram the sentences, explain every punctuation mark, and notice all peculiarities of spelling.

LESSON CXXX.

Write ten complex sentences each containing a local clause.

Model.—The farmer is still toiling where he settled nearly forty years ago.

Note.—Distinguish carefully between adverbial clauses of place and relative clauses introduced by where. See Art. XI., 14.

LESSON CXXXI.

Write fifteen complex sentences each containing a comparative clause. Use the following adjectives in the

comparative degree: hard, wise, honorable, good, bad, fat, hot, sad, mad, glad, dim, fit, wet, discreet, beautiful.

Model.—This lesson is harder than the last lesson [is hard].

I am fitter to die than thou art.

--Scott.

LESSON CXXXII.

Write twelve sentences each containing a comparative clause and an adverb in the comparative degree.

Model.—The swallow flies more swiftly than the eagle.

LESSON CXXXIII.

Write complex sentences containing final clauses. Use in the sentences the following words with their proper diacritical marks: financier, forgery, hygiene, presentation, patron, recess, horizon, gratis, docile, franchise, dishonest, concord, combative, exquisite, lenient.

Model.—The man was so good a fi'nănçiér that all his investments were profitable.

LESSON CXXXIV.

Write twenty complex sentences each containing an adverbial clause. Use the following words both as nouns

and verbs: eye, man, pen, fan, sacrifice, grease, survey, cook, tree, swing.

Models.—If they eye the man too closely, he may become alarmed.

His eye was so badly hurt that it may never recover.

LESSON CXXXV.

Write twenty complex sentences each containing an adverbial clause. Select ten words that may be either nouns or verbs and use them in both senses as in the last lesson.

Note.—Do not use the words of the last lesson.

LESSON CXXXVI.

Write twelve complex sentences each containing an adverbial clause. Let four of the principal propositions be interrogative, four imperative, and four exclamatory.

Model.—If his moral sensibility had been proportioned to the force of his understanding, what limits could have been set to his genius and beneficent power?

-Emerson on Webster.

LESSON CXXXVII.

Study the following sentences as models and classify the subordinate clauses.

1. Rasselas was so much delighted with a wider horizon that he could not soon be persuaded to return into -Johnson. the valley.

2. A pun does not commonly justify a blow in return. But if a blow were given for such cause and death ensued, the jury would be judges both of the facts and of the pun, and might, if the latter were of an aggravated character, return a verdict of justifiable homicide.

—Hölmes.

- 3. While his geographical labors elevated him to a communion with the learned, they were peculiarly calculated to foster a train of thoughts favorable to nautical enterprise.

 —Irving on Columbus.
- 4. Failure after long perseverance is much grander than never to have a striving good enough to be called a failure.

 —George Eliot.

LESSON CXXXVIII.

MEMORY GEM.

Fourscore and seven years ago our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now, we are engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that our nation might live. It is fitting that we should do this; but, in a larger sense, we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far beyond

anything we can do. The world will little note, nor long remember, what we say here; but it can never forget what they did here. It is for us, the living, rather to dedicate ourselves to the unfinished work which they who fought here have thus far so nobly advanced; to consecrate ourselves to the great task remaining; and to gather from the graves of these honored dead increased devotion to that cause for which they gave their lives. Here let us resolve that they shall not have died in vain; that this nation shall, under God, have a new birth of freedom; and that government of the people, by the people, and for the people shall not perish forever from the earth.

—Lincoln at Gettysburg.

LESSON CXXXIX.

Study Article XI. very carefully.

Write ten complex sentences each containing the relative pronoun who in the nominative case.

Model.—The soldier who fought so valiantly on many battlefields is deserving of the highest praise.

Point out the principal clauses, and the subordinate clauses, diagram the sentences, and parse the relative pronouns.

MODEL.

who sim. rel. pro.,
ant. soldier,
third per.,
sing. no.,
mas. gen.,
agrees with ant., { n. who,
declined }
nom. case,
sub. of fought.

Note.—Study the punctuation carefully. Determine whether each relative clause should be set off by commas or not.

LESSON CXL.

Write ten complex sentences each containing the relative pronoun who in the nominative case; also the following words in the plural number: money, valley, chief, hoof, son-in-law, Miss Brown, phenomenon, crisis, proboscis, terminus.

Model.—In great *crises* it is only the man of courage who can remain unmoved.

Point out all the modifiers, diagram the sentences, and parse the relative pronouns.

LESSON CXLI.

Write ten complex sentences each containing the relative pronoun who in the possessive case. Illustrate by

examples six different ways of forming the plurals of nouns.

Model.—The student whose work was criticised so carefully had written his 6's very carelessly.

LESSON CXLII.

Write twelve complex sentences each containing the relative pronoun who in the objective case. Give in the sentences two examples each of words having the following sounds of a: ā, ă, ä, a, a, a.

Model.—The boy whom you saw threw the ball a long distance.

LESSON CXLIII.

Write ten complex sentences each containing a relative clause. Give in the sentences examples of words having the following sounds of o: ō, ŏ, o, o,

Model.—I saw the $d\tilde{o}g$ that killed the rat.

LESSON CXLIV.

Write ten sentences each containing the relative pronoun which in the nominative case. Use the following words with proper discritical marks in the principal clauses: machine, police, whey, veil, antique, rein, weight, neigh, critique, pique.

Model.—The machine which stood by the wayside was a model of beauty.

LESSON CXLV.

Write ten complex sentences each containing the relative pronoun *which* in the possessive case.

Model.—The dog whose leg was broken was tenderly cared for.

LESSON CXLVI.

Write ten complex sentences each containing the relative pronoun *which* in the objective case after a transitive verb. Let each sentence also contain a modifying element of the second class.

Model.—The residence which I saw on the corner of the street was neat and attractive.

Note.—Carry on the work of parsing, analyzing, and diagraming.

LESSON CXLVII.

MEMORY GEM.

Foolish as it generally is to speculate upon what would have been if historical events had not occurred as they did, yet occasionally a supposition seems sure enough to be of interest in enabling us to appreciate the importance of an individual and the relationship of some prominent man to the public affairs in which he is concerned. No one doubts that the American colonies would at some time or other have become independent states, though George Washington had never lived. But no one who has carefully studied that period can doubt that independence

would not have been achieved in the especial struggle of 1776 without George Washington. His existence was essential to American success in that war. With him the colonies were on the verge of failure; without him they would inevitably have passed over that verge, and would have had to wait during an uncertain period for a better opportunity. The combination of his moral and mental qualities was so singular that he is an absolutely unique character in history. Other men belong to types and classes, and individuals of any type or class may be compared with each other. Washington is the only man of his type or class. Thus it happens that no one has yet succeeded in describing his character. Every effort that has been made, is avowedly a total failure. There have been men as honest, as just, as patriotic, as devoted, as persistent, as noble-minded, as dignified, as much above suspicion, men as capable of inspiring that confidence which leads to willing obedience, men infinitely more magnetic and able to excite much warmer personal allegiance, men of larger brains, of greater strategic abilities (natural and acquired), of wider aptitude for statesmanship. Yet still Washington stands by himself, a man not susceptible of comparison with any other, whether for praise or disparagement; a man who never did a single act indicative of genius, yet who amid problems as novel and perplexing as ever tortured the toiler in public affairs never made a serious mistake.

One writer will tell us that it was the grand morality of his nature which brought him success; another prefers to say that it was his judgment; but neither of these mere suggestions of leading traits accomplishes the explanations, or guides us to the heart of the undiscoverable secret. This lurks as hidden from the historian as does the principle of life from the anatomist. —*Morse*.

Point out all the adverbial and relative clauses. Give the government of each noun and pronoun.

LESSON CXLVIII.

Write ten sentences each containing the relative pronoun which in the objective case after a preposition.

Illustrate by examples the three sounds of ch.

Model.—The church to which I refer stands on Washington street.

LESSON CXLIX.

Write ten sentences: five containing the relative pronoun that in the nominative case and five with the relative pronoun that in the objective case.

LESSON CL.

Write five sentences each containing the word that used in four ways: as an adjective, as a noun, as a conjunction, as a relative pronoun. See Art XI., 13.

LESSON CLI.

Write eight sentences with as as a relative pronoun: four in the nominative case and four in the objective case.

Model.—He is such a person as will probably succeed.

LESSON CLII.

Write ten complex sentences each containing a relative adverb. See Art. XI., 14.

Models.—We look for new heavens and a new earth wherein dwelleth righteousness.

It was a time when the bravest hearts began to tremble.

LESSON CLIII.

Write ten sentences each containing an interrogative pronoun and a relative pronoun.

Model.—Whose house is that which we see in the distance?

LESSON CLIV.

Write ten sentences each containing a compound relative pronoun. Use what, whatever, and whoever in sentences so that both parts will be in the nominative case; again so that both parts will be in the objective case.

Model.—Whoever strives earnestly will generally succeed.

Whatever is, is right.

Note.—In parsing whoever it may be separated into its parts, he who and each parsed separately. If it is governed as one word, it is the subject of strives and will succeed.

Whatever is equivalent to that which. Parse that as a noun and which as a simple relative. Taken as one word whatever is the subject of the two verbs. For an example

of whoever in the nominative and objective cases see Model, Lesson CLXVII.

LESSON CLV.

Select from standard writers examples of all the simple relative pronouns in the different cases.

Model.—The sorrow for the dead is the only sorrow from which we refuse to be divorced. —Irving.

LESSON CLVI.

RELATIVE CLAUSES.

Dictate the following sentences and have the students copy them upon the blackboard. Punctuate and give reason for every point. Study the sentences as models and parse all the relative pronouns.

- 1. I am always happy to meet persons who perceive the transcendent superiority of Shakespeare over all other writers.

 —Emerson.
- 2. We must be as courteous to a man as we are to a picture which we are willing to give the advantage of a good light.

 —Emerson.
- 3. Donatello of whose presence she was possibly not aware now pressed closer to her side. —Hawthorne.
- 4. Actions looks words steps form the alphabet by which we may spell character.

 —Lavater.
- 5. The firmest and noblest ground on which people can live is truth.

 —Emerson.

- 6. Every man who is not a monster a mathematician or a mad philosopher is the slave of some woman or other.

 —George Eliot.
- 7. He who would write heroic poems must make his whole life a heroic poem.

 —Milton.
- 8. He that can not forgive others breaks the bridge over which he himself must pass.

 —Herbert.
- 9. No man ever will unfold the capacities of his own intellect who does not at least checker his life with solitude.

 —De Quincey.
- 10. There are moments when by some strange impulse we contradict our past selves fatal moments when a fit of passion like a lava stream lays low the work of half our lives.

 —George Eliot.
- 11. Every event that a man would master must be mounted on the run and no man ever caught the reins of thought except as it galloped by him. —Holmes.

LESSON CLVII. MEMORY GEM.

THE CHANGELING.

1.

I had a little daughter,
And she was given to me
To lead me gently backward
To the Heavenly Father's knee,
That I, by the force of nature,
Might in some dim wise divine
The depth of His infinite patience
To this wayward soul of mine.

2.

I know not how others saw her,
But to me she was wholly fair,
And the light of the heaven she came from
Still lingered and gleamed in her hair;
For it was as wavy and golden,
And as many changes took,
As the shadows of sun-gilt ripples
On the yellow bed of a brook.

3.

To what can I liken her smiling
Upon me, her kneeling lover?
How it leaped from her lips to her eyelids,
And dimpled her wholly over,
Till her outstretched hands smiled also,
And I almost seemed to see
The very heart of her mother
Sending sun through her veins to me!

4.

She had been with us scarce a twelve-month,
And it hardly seemed a day,
When a troop of wandering angels
Stole my little daughter away:
Or perhaps those heavenly Zincali
But loosed the hampering strings,
And, when they had opened her cage-door,
My little bird used her wings.

5.

But they left in her stead a changeling,
A little angel child,
That seems like her bud in full blossom,
And smiles as she never smiled.
When I wake in the morning, I see it
Where she always used to lie,
And I feel as weak as a violet
Alone 'neath the awful sky;

6.

As weak, yet as trustful also;
For the whole year long I see
All the wonders of faithful nature
Still worked for the love of me.
Winds wander, and dews drip earthward,
Rain falls, suns rise and set,
Earth whirls, and all but to prosper
A poor little violet.

7.

This child is not mine as the first was,

I can not sing it to rest,

I can not lift it up fatherly

And bliss it upon my breast;

Yet it lies in my little one's cradle,

And it sits in my little one's chair,

And the light of the heaven she's gone to

Transfigures its golden hair.

—Lowell.

LESSON CLVIII.

Write ten sentences each containing a complex sentence and a direct quotation. Let the subject of the quotation be in the first person and the verb in the present or future tense.

Model.—Mr. Jones remarked: "I am planning to go home just as soon as I shall be needed."

LESSON CLIX.

Change all the direct quotations of the last lesson to indirect quotations and note the change of person and tense.

Model.—Mr. Jones remarked that he was planning to go home just as soon as he should be needed.

LESSON CLX.

See Art. XXII., 5.

Write ten complex sentences each containing a clause as the subject.

Model.—That the project of peace should appear visionary to great numbers of sensible men; should appear laughable even to numbers; should appear to the grave and good-natured to be embarrassed with extreme practical difficulties,—is very natural.

—Emerson.

LESSON CLXI.

Write ten complex sentences each containing a clause as the predicate.

Model.—Emerson's statement is, that civilization is the power of good women.

LESSON CLXII.

Write ten complex sentences each containing a clause as the object.

Model.—Irving says: "A sharp tongue is the only edged tool that grows keener with constant use."

Give the diacritical marks of all the important words.

LESSON CLXIII.

MEMORY GEM.

THE DESTRUCTION OF SENNACHERIB.

1.

The Assyrian came down like the wolf on the fold,
And his cohorts were gleaming in purple and gold;
And the sheen of their spears was like stars on the sea,
When the blue wave rolls nightly o'er deep Galilee.

2.

Like the leaves of the forest when summer is green,
That host with their banners at sunset were seen;
Like the leaves of the forest when autumn hath flown,
That host on the morrow lay withered and strown.

3.

For the angel of death spread his wings on the blast, And breathed in the face of the foe as he passed; And the eyes of the sleepers waxed deadly and chill, And their hearts but once heaved and forever grew still!

4

And there lay the steed with his nostril all wide, But through it there rolled not the breath of his pride; And the foam of his gasping lay white on the turf, And cold as the spray of the rock-beating surf.

5.

And there lay the rider distorted and pale, With the dew on his brow and the rust on his mail; And the tents were all silent, the banners alone, The lances unlifted, the trumpet unblown.

And the widows of Ashur are loud in their wail; And the idols are broke in the temple of Baal; And the might of the Gentile, unsmote by the sword, Hath melted like snow in the glance of the Lord! —Lord Byron.

Bayard Taylor says this is one of the finest poems in the English language. He accounts in part for the melody by the numerous long vowel sounds.

- 1. Point out all the words having the long sound of the vowels.
 - 2. Point out the subordinate clauses.
 - 3. How many times is the word *lie* used? In what tense?
 - 4. Point out the copulative verbs.

LESSON CLXIV.

Write ten complex sentences each containing a clause in apposition with the subject.

Model.—The experience has been uniform that it is the gentle soul that makes the firm hero after all.

—Emerson.

Diagram the sentences.

MODEL.

$$\begin{array}{c} \text{Complex} \\ \text{Decla.} \\ \text{Sentence.} \end{array} \begin{array}{c} \text{Sub.} \left\{ \begin{array}{c} \text{sub.} \left\{ \begin{array}{c} \text{The} \\ \text{Sub.} \left\{ \begin{array}{c} \text{it} \\ \text{Pred.} \left\{ \begin{array}{c} \text{is soul} \end{array} \right\} \end{array} \right. \right. \\ \text{Pred.} \left\{ \begin{array}{c} \text{sub.} \left\{ \begin{array}{c} \text{the} \\ \text{gentle} \end{array} \right. \\ \text{Sub.} \left\{ \begin{array}{c} \text{that} \\ \text{Pred.} \left\{ \begin{array}{c} \text{after all} \\ \text{hero} \left\{ \begin{array}{c} \text{the} \\ \text{firm} \end{array} \right. \end{array} \right. \end{array} \right. \end{array}$$

Parse all the words in the above sentence.

LESSON CLXV.

Write ten complex sentences each containing a clause in apposition with the predicate.

Model.—"Be this my proudest plume, not that I was the last to desert my country, but that I never deserted her."

Note.—The verbs in these sentences must be copulative, the predicates must be such nouns as may mean the same as a clause. The most common nouns that will admit of this use are: thought, maxim, saying, law, decree, feeling, impression, etc.

LESSON CLXVI.

Write ten complex sentences each containing a clause in apposition with the object.

Model.—All men believe the statement that the world is round.

LESSON CLXVII.

See Art. XX., 8.

Write ten sentences each containing an *implied* question as the subject.

Model.—What kind of culture Shakespeare had is uncertain; how much he had is disputed; that he had as much as he wanted and whatever kind he wanted, must be clear to whoever considers the question.—Lowell.

Note.—The whole sentence is compound. The first two members contain implied questions as subjects. Let the students point out three relative clauses. Notice that the word whoever has two distinct cases.

LESSON CLXVIII.

Write ten sentences each containing an implied question as the object.

Model.—At another time you shall know my name and who my mother was and who my father, and how I never knew their hard, hard history. —Dickens.

Note.—The verb shall know has four objects,—the word name and three implied questions.

LESSON CLXIX.

Study the following sentences as models, point out their elements of strength and beauty, classify the subordinate clauses, diagram the sentences, and parse important words.

- 1. If you have a nation of men who have risen to that height of moral cultivation that they will not declare war or carry arms, for they have not so much madness left in their brains, you have a nation of lovers, of benefactors, of true, great, and able men.

 —Emerson.
- 2. If we could see all the poems that exist potentially, nature and man being given, we should drop our critical rules, though they were as wide as Homer and Shakespeare.

 Whipple.
- 3. If a veil interposes between the dim-sightedness of man and his future calamities, the same veil hides from him their alleviations; and a grief which had not been feared is met by consolations which had not been hoped.

—De Quincey.

- 4. If a man makes me keep my distance, the comfort is, he keeps his at the same time.

 —Swift.
- 5. If the men of wit and genius would resolve never to complain in their works of critics and detractors, the next age would not know that they ever had any. —Swift.
- 6. Our daily familiar life is but a hiding of ourselves from each other behind a screen of trivial words and deeds, and those who sit with us at the same hearth are often the farthest off from the deep human soul within us, full of unspoken evil and unacted good. —George Eliot.

- 7. Where is the mother who would willingly forget the infant that has perished like a blossom from her arms, though every recollection is a pang?

 —Irving.
- 8. If I were one of God's angels, with a nature incapable of stain, and garments that never could be spotted, I would keep ever at your side and try to lead you upward.

 —Hawthorne.
- 9. The scenery amid which the youth now strayed was such as arrays itself in the imagination when we read the beautiful old myths and fancy a brighter sky, a softer turf, a more picturesque arrangement of venerable trees than we find in the rude and untrained landscapes of the western world.

 —Hawthorne.
- 10. Many Theresas have been born who found for themselves no epic life wherein there was a constant unfolding of far-resonant action; perhaps only a life of mistakes, the offspring of a certain spiritual grandeur ill-matched with the meanness of opportunity; perhaps a tragic failure which found no sacred poet and sank unwept into oblivion.

—George Eliot.

- 11. Whether I said any or all of these things to the schoolmistress or not,—whether I stole them out of Lord Bacon,—whether I cribbed them from Balzac,—whether I dipped them from the ocean of Tupperian wisdom,—or whether I have just found them in my head, laid there by that solemn fowl, experience, (who, according to my observation, cackles oftener than she drops real live eggs,) I can not say.

 —Holmes.
- 12. If there is an angel who records the sorrows of men as well as their sins, he knows how many and how deep

are the sorrows that spring from false ideas for which no man is culpable.

—George Eliot.

- 13. The kind of skill which is required for the constructing, launching, and steering of a polity was lamentably wanting; for it is a kind of skill to which practice contributes more than books. Books are indeed useful to the politician, as they are useful to the navigator and to the surgeon. But the real navigator is formed on the waves; the real surgeon is formed at bedsides; and the conflicts of free states are the real school of constitutional statesmen.

 —Macaulay.
- 14. Coleridge mentions a man who entertained so exalted an opinion of himself and of his right to apotheosis, that he never uttered that great pronoun I without solemnly taking off his hat.

 —De Quincey.
- 15. No book is worth anything which is not worth much; nor is it serviceable until it has been read, and reread, and loved, and loved again; and marked, so that you can refer to the passages you want in it, as a soldier can seize the weapon he needs in an armory, or a housewife bring the spice she needs from her store. —Ruskin.

LESSON CLXX.

MEMORY GEM.

THE MEN OF LEXINGTON.

Day came in all the beauty of an early spring. The trees were budding; the grass growing rankly a full month before its time, the blue bird and the robin gladdening

the genial season, and calling forth the beams of the sun which on that morning shone with the warmth of summer; but distress and horror gathered over the inhabitants of the peaceful town. There on the green lay in death the gray-haired and the young; the grassy field was red "with the innocent blood of their brethren slain," crying unto God for vengeance from the ground.

Seven of the men of Lexington were killed, nine wounded; a quarter part of all who stood in arms on the green. These are the village heroes, who were more than of noble blood, proving by their spirit that they were of a race divine. They gave their lives in testimony to the rights of mankind, bequeathing to their country an assurance of success in the mighty struggle which they began. Their names are held in grateful remembrance, and the expanding millions of their countrymen renew and multiply their praise from generation to generation. They fulfilled their duty not from the accidental impulse of the moment; their action was the slowly ripened fruit of Providence and of time. The light that led them on was combined of rays from the whole history of the race; from the traditions of the Hebrews in the gray of the world's morning; from the heroes and sages of republican Greece and Rome; from the example of Him who died on the cross for the life of humanity; from the religious creed which proclaimed the divine presence in man, and on this truth, as in a life-boat, floated the liberties of nations over the dark flood of the middle ages; from the customs of the Germans transmitted out of their forests to the councils of Saxon England; from the burning faith

and courage of Martin Luther; from trust in the inevitable universality of God's sovereignty as taught by Paul of Tarsus and Augustine, through Calvin and the divines of New England; from the avenging fierceness of the Puritans, who dashed the mitre on the ruins of the throne; from the bold dissent and creative self-assertion of the earliest emigrants to Massachusetts; from the statesmen who made, and the philosophers who expounded, the revolution of England; from the liberal spirit and analyzing inquisitiveness of the eighteenth century; from the cloud of witnesses of all ages to the reality and rightfulness of human freedom. All the centuries bowed themselves from the recesses of the past to cheer in their sacrifice the lowly men who proved themselves worthy of their forerunners, and whose children rise up and call them blessed.

--Bancroft.

Study this selection critically. Is the long sentence in the extract obscure?

LESSON CLXXI.

Write complex sentences illustrating the correct use of the following words: expect, suspect, historical, histrionic, literal, littoral, annual, annular, convince, convict, respectively, respectfully, respectably, emigrate, immigrate, truth, veracity, teach, learn, conceal, disguise.

LESSON CLXXII.

Write complex sentences illustrating the correct use of

the following words: meritorious, meretricious, definite, definitive, negligence, neglect, crime, fault, character, reputation, much, many, relatives, relations, eminent, imminent, irrelevant, stationery, stationary, principle, principal.

Note.—This lesson and the preceding lesson suggest what the teacher should do in this line of study.

LESSON CLXXIII.

Write complex sentences, using the following words with their proper diacritical marks: adult, gaseous, gallows, conduit, stratum, soporific, raillery, recess, illustrate, discourse, acclimate, water, placard, recluse, vicar, truths, sinecure.

LESSON CLXXIV.

Write ten complex sentences illustrating each use of the objective case by two examples. See Art. VII.

LESSON CLXXV.

Study very carefully Art. XIII., 29.

Write ten sentences each containing a participle used as a noun alone; also ten sentences each containing a participle used as an adjective alone.

Models.—The singing of the bird was heard a long distance. The singing bird was an object of great interest.

LESSON CLXXVI.

Write ten sentences each having the subject modified by a present participle used as a verb and an adjective.

Model.—Standing on the highest part of the mountain, the spectator viewed the beautiful landscape in the distance.

Note.—Study carefully the principles of punctuation applicable to participal phrases and apply them in all the work.

LESSON CLXXVII.

Write fifteen sentences each containing a noun in the objective case modified by a present participle used as a verb and adjective.

Model.—I could see the boy writing a letter.

LESSON CLXXVIII.

Write fifteen sentences each having the subject modified by a compound participle used as a verb and adjective; also containing a relative clause.

Model.—Having killed the deer that they were pursuing, the boys returned in a happy frame of mind.

LESSON CLXXIX.

Write fifteen complex sentences each containing an adverbial clause; also present participle of one of the following verbs, used as a verb and adjective, modifying

either the subject or the object: see, plan, throb, mope, mop, hoe, shoe, concur, stir, prefer, stop, infer, lean, scare, extol.

Model.—Preferring to be at home, I left the city as soon as the business was transacted.

LESSON CLXXX.

Let the following sentences be studied as models. Point out all the participles and classify them. Give a reason for each mark of punctuation.

- 1. With wan, fevered face tenderly lifted to the cooling breeze, he looked out wistfully upon the ocean's changing wonders; on its far sails, whitening in the morning light; on its restless waves, rolling shoreward to break and die beneath the noonday sun; on the red clouds of evening, arching low to the horizon; on the serene and shining pathway of the stars.

 —Blaine on Garfield.
- 2. Homer seems like his own Jupiter in his terrors, shaking Olympus, scattering the lightnings, and firing the heavens: Virgil, like the same power in his benevolence, counseling with the gods, laying plans for empires, and regulating his whole creation.

 —Pope.
- 3. What Virgil wrote in the vigor of his age, in plenty and at ease, I have undertaken to translate in my declining years; struggling with wants, oppressed with sickness, curbed in my genius, liable to be misconstrued in all I write.

 —Dryden.
- 4. The Arabians came like a torrent, sweeping down and obliterating even the landmarks of former civilization, but

bringing nevertheless a fertilizing principle, which, as the waters receded, gave new life and loveliness to the land-scape.

—Prescott.

- 5. The petted child, taking her newest toy to bed with her; the young girl, proud in strength and beauty, dreaming that life was an easy thing and that it was pitiful weakness to be unhappy; the bride, passing with trembling joy from the outer court to the inner sanctuary of woman's life; the wife, beginning her initiation into sorrow, wounded, resenting, yet still hoping and forgiving; the poor bruised woman, seeking through weary years the one refuge of despair, oblivion;—Janet seemed to herself all these in the same moment that she was conscious of being seated on the cold stone under the shock of a new misery.

 —George Eliot.
- 6. Priesthood works out its task, age after age; now smoothing penitent death-beds, consecrating graves, feeding the hungry, clothing the naked, incarnating the Christian precepts, in an age of rapine and homicide, doing a thousand deeds of love and charity among the obscure and forsaken—deeds of which there shall never be human chronicle, but a leaf or two, perhaps, in the recording angel's book; hiving precious honey from the few flowers of gentle art which bloom upon a howling wilderness; holding up the light of science over a stormy sea; treasuring in convents and crypts the few fossils of antique learning which become visible, as the extinct megatherium of an elder world reappears after the Gothic deluge; and now, careering in helm and hauberk with the ruffians, bandying blows in the thickest of the fight, blasting with bell, book,

and candle its trembling enemies, while sovereigns, at the head of armies, grovel in the dust and offer abject submission for the kiss of peace; exercising the same conjury over ignorant baron and cowardly hind, making the fiction of apostolic authority to bind and loose, as prolific in acres as the other divine right to have and hold; thus the force of cultivated intellect, wielded by a chosen few and sanctioned by supernatural authority, becomes as potent as the sword.

—Motley.

6. Standing beneath this serene sky, overlooking these broad fields now reposing from the labors of the waning year, the mighty Alleghanies dimly towering before us, the graves of our brethren beneath our feet, it is with hesitation that I raise my poor voice to break the eloquent silence of God and nature.

—Everett at Gettysburg.

LESSON CLXXXI.

Write ten complex sentences each containing a noun in the absolute case with a participle.

Model.—When the boys reached home, they finished the work quickly, their *companions rendering* considerable assistance.

LESSON CLXXXII.

Write ten sentences each containing a compound participle, used as an adjective and verb, modified by an objective element of the third class.

Model.—Having learned that the city could be reached only with the greatest difficulty, I decided to abandon the trip.

LESSON CLXXXIII.

Write ten sentences each having the subject modified by a perfect passive participle used as an adjective and verb.

Model.—Completely wearied with her long-continued watching, the mother at last fell asleep.

LESSON CLXXXIV.

Write ten sentences each containing the perfect passive participle of a regular verb modifying the subject. Let the sentence also contain the past tense, indicative mode, of the same verb.

Model.—Watched by his anxious friends, the little boy watched the caravan passing along the street.

Note.—Let this exercise be continued until the students can distinguish beyond a doubt between the verb and the participle.

In parsing a participle state the verb from which derived, give principal parts, classify it, and state its use. It has no subject and, therefore, neither person nor number.

LESSON CLXXXV.

Write ten complex sentences each containing a present participle used as a verb and noun.

Model.—When I saw the farmer, he was busily engaged in *planting* corn.

LESSON CLXXXVI.

Write ten complex sentences each containing a compound participle used as a noun and verb.

Model.—We found out that the man's chief fault consisted in his having overestimated his own ability.

LESSON CLXXXVII.

MEMORY GEM.

We are doomed to suffer a bitter pang as often as the irrecoverable flight of our time is brought home with keenness to our hearts. The spectacle of a lady floating over the sea in a boat, and waking suddenly from sleep to find her magnificent ropes of pearl-necklace by some accident detached at one end from its fastenings, the loose string hanging down into the water, and pearl after pearl slipping off forever into the abyss, brings before us the sadness of the case. That particular pearl, which at the very moment is rolling off into the unsearchable deeps, carries its own separate reproach to the lady's heart. But it is more deeply reproachful as the representative of so many others, uncounted pearls, that have already been

swallowed up irrecoverably whilst she was yet asleep, and of many beside that must follow before any remedy can be applied to what we may call this jewelry hemorrhage. A constant hemorrhage of the same kind is wasting our jewelry hours.

—De Quincey.

- 1. Give your estimate of this selection.
- 2. If it is beautiful, tell why.
- 3. Is the figure well sustained?
- 4. Point out the verbs in the progressive form.
- 5. Point out the nouns in the absolute case with a participle.
 - 6. Classify the subordinate clauses.

LESSON CLXXXVIII.

Write ten sentences each containing a participle, used as a verb and noun, modified by an objective element of the third class.

Model.—Miriam's friends had no difficulty in *perceiving* that in one way or another her happiness was very seriously compromised.—*Hawthorne*.

LESSON CLXXXIX.

Select from standard writers sentences illustrating all the uses of the participles that have been discussed. Let the sentences be either simple, complex, or compound.

LESSON CXC.

Let the following sentences be dictated and copied on the blackboard. Insert the proper punctuation marks, and give reasons. Classify all the participles.

- 1. The Spartans tormented by ten thousand absurd restraints unable to please themselves in the choice of their wives their suppers or their company compelled to assume a peculiar manner and to talk in a peculiar style gloried in their liberty.

 —Macaulay.
- 2. Imprisoned maimed oppressed at home its independent converts in Great Britain looked beyond the Atlantic for a better world.

 —Bancroft.
- 3. Watching and toiling in this way through the night they were exceedingly fatigued at the return of day.

—Irving.

- 4. He then returned to his home broken in health and deeply dejected considering all the honors and eulogiums heaped upon Columbus as so many reproaches on himself.
 - —Irving.
- 5. The husbandman stripped of his harvest and driven from his fields abandoned himself to idleness.
 - —Prescott.
- 6. Leaning over the stone brim of the basin she heard footsteps stealing behind her.

 —Hawthorne.
- 7. The moonshine fell directly behind Miriam illuminating the palace-front and the whole scene of statues and rocks and filling the basin as it were with tremulous and palpable light.

 —Hawthorne.
 - 8. Groping through the gloom I found my own place

next to that of the son a learned collegian who had come home to keep school during the winter vacation.

—Hawthorne.

- 9. Standing on a level with the lowliest he towered conspicuous above the greatest.
 - —Tourgee on Lincoln.
- 10. My prudence consists in avoiding and going without not in the inventing of means and methods not in adroit steering not in gentle repairing. —Emerson.

LESSON CXCI.

Write sentences using as verbs and adjectives the present participles of the verbs to sit, to set, to rise, to raise, to lie, to lay; write sentences using the compound participles of the same verbs in the same way.

LESSON CXCII.

Abridge the following sentences by changing the subordinate clauses to participial phrases:

- 1. As soon as the men arrived at home, they resumed their work.
- 2. When the general had captured the city, he was regarded as master of the whole country.
- 3. We soon reached a place of safety, because we traveled all night.
- 4. The warriors returned to the village, after they had gathered the bodies of the slain and strapped them across their pack-horses,

Change the following to a sentence with one verb:

5. The captain took his seat unceremoniously, lighted his pipe, awaited the cooking of the fish, and intended to invite himself to the repast.

LESSON CXCIII.

Select from standard writers or compose ten compound sentences. Let each sentence contain at least one complex member, and give examples of all the subordinate clauses: seven adverbial clauses, a relative clause, and four substantive clauses.

Model.—During the conflict which fifteen successive Parliaments had maintained against four successive Kings, the chief weapon of the Commons had been the power of the purse; and never had the representatives of the people been induced to surrender that weapon without having speedy cause to repent of their too credulous loyalty.

—Macaulay.

LESSON CXCIV.

MEMORY GEM.

Not to speak of Science, Galileo and Kepler, the sixteenth century was a spendthrift of literary genius. An attack of immortality in a family might have been looked for then as scarlet-fever would be now. Montaigne, Tasso, and Cervantes were born within fourteen years of each other; and in England, while Spenser was still delving over the *propria quae maribus* and Raleigh

launching paper navies, Shakespeare was stretching his baby hands for the moon, and the little Bacon, chewing on his coral, had discovered that impenetrability was one quality of matter. It almost takes one's breath away to think that "Hamlet" and the "Novum Organum" were at the risk of teething at the same time. —Lowell.

LESSON CXCV.

Write compound sentences containing the following words with their proper diacritical marks: decade, diffuse (adj.), disaster, romance, sacerdotal, truths, vehement, verbose, defalcate, chirography, bellows, bequeath, aspirant, exemplary, extempore, mercantile, maritime, obligatory, partridge, servile.

Note.—This lesson is only suggestive. The teacher should give many lessons on this subject by adding to this list of words.

LESSON CXCVI.

See Art. IV., 24.

Write ten complex sentences each containing the plural of some word ending in th. Let these words have the sharp sound of th in both the singular and plural number.

Model.—Although many deaths were reported, this was the saddest of all.

LESSON CXCVII.

Write complex sentences containing the plural of words ending in th. Use words in which th has the sharp sound in the singular number and the soft sound in the plural number. Give the proper diacritical marks.

Model.—The *läths* which the man used were very durable.

LESSON CXCVIII.

Write complex sentences containing the plurals of the following nouns: strife, monkey, -|-, man-servant, Miss Johnson, Mr. Johnson, General Jackson, corps, focus, genus, synopsis, datum, terminus, canto, sarcophagus.

LESSON CXCIX.

Write complex sentences, giving two examples each of the following: words whose singular and plural are the same; words that have no singular; words plural in form but singular in meaning; words that have one meaning in the singular and another meaning in the plural.

LESSON CC.

Note.—The student should give due attention to the study of derivatives. A primitive word is one that is not derived from any other in the language. A derivative word is derived from a primitive by slight changes, generally by prefixing or affixing certain letters. Many

nouns denoting the agent or doer are derived from verbs by adding or, er, ster, ar.

Write complex sentences each containing a noun denoting an agent derived from the following verbs: do, govern, write, create, abet, propel, act, conduct, pun, team, narrate, employ, cry, teach, act, beg, dig, drum, buy, give, love.

Note.—Require students to add to this list from words observed in reading.

LESSON CCI.

PREFIXES.

Dis, un and in are often placed before words to give them a negative meaning. For euphony dis often becomes di or dif, and in becomes im, ig, il, ir, etc.

Study the meaning of the following words carefully and write sentences containing words with the opposite meaning: animate, purity, mature, locate, agree, continue, rational, mortal, nocent, noxious, wise, accustomed, aware, clasp, fit, join, continue, loyal, legal, legitimate, mount, sensible, organic.

Note.—Let the students now observe other prefixes and note their force. The study of derivatives is a useful exercise. The danger is, however, that students may give too much attention to the pedigree of individual words and not enough attention to their use in sentences. Lowell well says: "The secret of force in writing lies not so much in the pedigree of nouns and adjectives and verbs,

as in having something that you believe in to say, and making the parts of speech vividly conscious of it."

LESSON CCII.

MEMORY GEM.

In that great social organ, which collectively we call literature, there may be distinguished two separate offices that may blend and often do so, but capable severally of a severe insulation, and naturally fitted for reciprocal repulsion. There is, first, the literature of knowledge, and, secondly, the literature of power. The function of the first is, to teach, the function of the second is, to move: the first is a rudder, the second an oar or a sail. The first speaks to the mere discursive understanding; the second speaks ultimately, it may happen, to the higher understanding or reason, but always through affections of pleasure and sympathy. Remotely, it may travel towards an object seated in what Lord Bacon calls dry light; but proximately it does and must operate, else it ceases to be a literature of power, on and through that humid light which clothes itself in the mists and glittering iris of human passions, desires, and genial emotions. Men have so little reflected on the higher functions of literature, as to find it a paradox if one should describe it as a mean or subordinate purpose of books to give information. But this is a paradox only in the sense which makes it honorable to be paradoxical. Whenever we talk in ordinary language of seeking information or gaining knowledge, we understand the words as connected with something of

absolute novelty. But it is the grandeur of all truth which can occupy a very high place in human interests, that it is never absolutely novel to the meanest of minds: it exists eternally by way of germ or latent principle in the lowest as in the highest, needing to be developed but never to be planted. To be capable of transplantation is the immediate criterion of a truth that ranges on a lower scale. Besides which, there is a rarer thing than truth, namely, power or deep sympathy with truth. What is the effect, for instance, upon society, of children? By the pity, by the tenderness, and by the peculiar modes of admiration which connect themselves with the helplessness, with the innocence, and with the simplicity of children, not only are the primal affections strengthened and continually renewed, but the qualities which are dearest in the sight of Heaven—the frailty, for instance, which appeals to forbearance, the innocence which symbolizes the heavenly, and the simplicity which is most alien from the worldly. are kept in perpetual remembrance, and their ideals are continually refreshed. A purpose of the same nature is answered by the higher literature, namely, the literature of power. What do you learn from Paradise Lost? Nothing at all. What do you learn from a cookery-book? Something new, something that you did not know before, in every paragraph. But would you therefore put the wretched cookery-book on a higher level of estimation than the divine poem? What you owe to Milton is not any knowledge, of which a million separate items are still but a million of advancing steps on the same earthly level; what you owe, is power, that is, exercise and expansion

to your own latent capacity of sympathy with the infinite, where every pulse and each separate influx is a step upwards—a step ascending as upon a Jacob's ladder from earth to mysterious altitudes above the earth. All the steps of knowledge, from first to last, carry you further on the same plane, but could never raise you one foot above your ancient level of earth; whereas, the very first step in power is a flight—is an ascending into another element where earth is forgotten. —De Quincey.

LESSON CCIII.

DISCUSSION OF THE SENTENCE.

Blair gives the following rules for the sentence:

- I. In the course of the same sentence do not shift the scene.
- II. Avoid crowding into one sentence heterogeneous ideas.
 - III. Avoid excess of parenthetical clauses.
 - IV. Do not add members after a full and perfect close.

The following sentence violates these rules: "When the Spaniards saw the fireships bearing down upon them, every cable was cut, and the fleet drifted out into the open sea, and several vessels were lost, and the English pursued them, fighting all the time, and, had not the powder given out, they would have destroyed more than sixteen of the Armada which they did destroy."

It is better for beginners to write short sentences. The inexperienced will often cover two or three pages with one sentence and make a dozen statements each of which should be in a sentence by itself. It must not be thought that a sentence is objectionable simply because it is long. If a sentence is complicated, it is objectionable whether long or short. It may be long and not complicated in the least.

The following paragraph from Tourgee shows the power and beauty of short sentences in certain descriptions:

"The time of which we write was near the waking from a long slumber. The canal which stretches from lake to river was still the main avenue of transit eastward and westward through the Empire State. Beyond that the steamer and stage-coach held sway. The grosser products of the West consumed themselves before reached the Eastern market. The cattle and swine stretched in endless droves across the States lying eastward of the Mississippi. The sustentation of these while on the way to the Eastern market enriched the farmers along the route more than those who reared and drove. Cheese sold at the ports of Lake Erie then at three cents a pound. That very year tens of thousands of fat sheep were slaughtered in Ohio for the hides and tallow—only the hams and tongues being saved for food. The West was open; was known to be full of possibilities. It teemed with food, but yet was poor. The East was at its zenith. Every industry was quick. Labor was in abundance and yet in demand. Wages were low and so were supplies. There were very few centres of population and still fewer

unoccupied arable regions. Life and labor were evenly spread over the whole country. The whole land was a bursting hive—a magazine of possibility."

Dickens begins his "Tale of Two Cities" as follows:

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had every thing before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way—in short, the period was so far like the present period that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only."

Note.—I have followed the punctuation that Dickens gave the paragraph. It would be better if the couplets of clauses were separated by semicolons. The sentence is long, but is easily comprehended.

The following from Macaulay's History of England is a fine example of a sentence, clear, although long:

"I shall relate how the new settlement was, during many troubled years, successfully defended against foreign and domestic enemies; how, under that settlement, the authority of law and the security of property were found to be compatible with a liberty of discussion and of individual action never before known; how, from the auspicious union of order and freedom, sprang a prosperity of which the annals of human affairs had furnished no

example; how our country, from a state of ignominious vassalage, rapidly rose to the place of umpire among European powers; how her opulence and her martial glory grew together; how, by wise and resolute good faith, was gradually established a public credit fruitful of marvels which to the statesmen of any former age would have seemed incredible; how a gigantic commerce gave birth to a maritime power, compared with which every other maritime power, ancient or modern, sinks into insignificance; how Scotland, after ages of enmity, was at length united to England, not merely by legal bonds, but by indissoluble ties of interest and affection; how, in America, the British colonies rapidly became far mightier and wealthier than the realms which Cortes and Pizarro had added to the dominions of Charles the Fifth; how, in Asia, British adventurers founded an empire not less splendid and more durable than that of Alexander."

SUGGESTIVE QUESTIONS.

- 1. Does this sentence violate any of the principles mentioned?
- 2. Notice how Macaulay distributes his adverbial phrases. To avoid an unpleasant succession of phrases he places some of them before the verb and some after the verb.
- 3. Notice how he gives strength to some of his clauses by placing a negative modifier first and an affirmative modifier last; as, not merely by legal bonds, but by indissoluble ties of interest and affection; again, not less splendid and more durable.

- 4. An adjective modified by a phrase must follow the noun to which it belongs. Point out examples of this.
 - 5. Point out all the modifiers of the second class.
 - 6. Point out the subjects that follow their verbs.
 - 7. Parse the verbs in the passive voice.
- 8. Notice that the word *power* is repeated in one clause so that the expression will be perfectly clear.
 - 9. Point out the copulative verbs in the sentence.
 - 10. Classify all the participles in the sentence.
- 11. Define the following words: compatible, auspicious, annals, ignominious, vassalage, umpire, opulence, maritime, enmity, indissoluble.
 - 12. State the case of realms, and of that in last line.
- 13. Give diacritical marks of the following words: new, domestic, law, auspicious, martial, resolute, gigantic, maritime, legal, indissoluble, Cortes, Pizarro, Asia, durable.
- 14. Point out all the subordinate clauses and classify them.
 - 15. Classify the adverbial clauses.
 - 16. State the case of each substantive clause.
 - 17. State the case of each relative pronoun.

LESSON CCIV.

Require the students to select sentences from standard writers. Criticise in accordance with the principles that have been discussed.

LESSON CCV.

PRINCIPLES OF COMPOSITION.

The following suggestions will generally apply to a sentence, a paragraph, or any production of whatever length.

The principal elements of good composition are Clearness, Purity, Strength, and Elegance.

CLEARNESS.

Every sentence should be so clear that the reader must understand its meaning. To accomplish this a number of principles must be kept in mind.

- 1. Words must be properly chosen. Definite is often used for definitive, except for accept, human for humane. To avoid ambiguity it is generally better to select a word with one meaning only than a word that has two distinct meanings.
- 2. Words, phrases, and clauses must be placed near the words they modify. This principle is violated in the following familiar examples:
- "I saw twenty meteors sitting on my porch the other evening."
- "The procession was very fine, and nearly two miles in length, as was also the prayer of the chaplain."
- 3. Pronouns must be used so that there can be no doubt as to their antecedents:
- "Mr. Jones told Mr. Smith that his cattle was in his pasture."

In such cases it is better to use the direct quotation.

4. Omit no word that is essential. See third example at end of this lesson.

PURITY.

By **Purity** is meant freedom from grammatical blunders. The following are the most common errors:

1. Verbs do not agree with their subjects.

Homer, as well as Virgil, were transcribed and studied on the banks of the Rhine and Danube.

—Gibbon, quoted by Welsh.

- 2. Irregular verbs are used incorrectly.
- 3. A verb is left without a subject and a subject without a verb.
 - 4. Pronouns are not used with the proper case form.

STRENGTH.

1. Discourse is rendered more forcible by conciseness, the omission of superfluous words.

More than this need not be said. Less than this could not be said. —Blaine.

Many writers would have expanded this statement into a lengthy paragraph.

2. Antithesis, expressions used by way of contrast, gives strength to discourse.

There is, first, the literature of *knowledge*, and, secondly, the literature of *power*. The function of the first is, *to teach*; the function of the second is, *to move*: the first is a rudder, the second an oar or sail.

—De Quincey.

For other examples under 1 and 2 see Art. XXVI.

3. Discourse is made more forcible by a proper use of Figures of Speech. See Lesson CCVIII.

ELEGANCE.

1. The proper use of well-balanced sentences adds greatly to the beauty of discourse. Example:—There are two opposite errors into which those who study the annals of our country are in constant danger of falling, the error of judging the present by the past, and the error of judging the past by the present. The former is the error of minds prone to reverence whatever is old, the latter of minds readily attracted by whatever is new. The former error may perpetually be observed in the reasonings of conservative politicians on questions of their own day. The latter error perpetually infects the speculations of writers of the liberal school when they discuss the transactions of an earlier age. The former error is the more pernicious in a statesman, and the latter in a historian.

—Macaulay.

- 2. Sometimes the beauty of discourse is marred by the use of too many phrases. If a number of phrases are necessary, distribute them so that the sentence as a whole may not appear awkward.
- 3. Do not combine words in such a way that unpleasant sounds may be made prominent.

EXERCISES.

Criticise the following sentences with reference to the principles discussed:

1. He died on the day before Christmas, as has been

said before, very suddenly, in his bed, early in the morning, in the fifty-third year of his life.

—Anthony Trollope.

- 2. She had not yet listened patiently to his heart-beats, but only felt that her own was beating violently.
 - —George Eliot.
- 3. The contempt to which the king exposed himself by his public conduct was still further heightened by his domestic.

 —Prescott.
- 4. Having been addicted from his earliest youth to debauchery, when he had lost the powers he retained all the relish for the brutish pleasures of a voluptuary.

—Prescott.

- 5. There were six of us went into this new establishment.

 --Anthony Trollope.
- 6. The President of the United States acknowledges with profound gratification the receipt of Her Majesty's dispatch, and cordially reciprocates the hope that the cable which now unites the eastern and western hemispheres may serve to strengthen and to perpetuate peace and comity between the government of England and the republic of the United States.
 - —President Johnson to Queen Victoria.
 - 7. Whom dost thou think it might be?

—Hawthorne.

8. Esmond would have liked to have kissed her.

-Thackeray.

9. I intended to have built a hundred churches and to have seen all finished in less than a year. —Addison.

- 10. He had expected to have been restored to his power.

 —Hume.
- 11. I traveled fifteen hundred miles and preached thirty times mostly by stage or private conveyance.

—Letter of Prominent Preacher.

- 12. "On last Sabbath in this holy house a woman fell from one of these seats while I was preaching the Gospel in a state of beastly intoxication."
 - 13. "The peaches were in a large basket which we ate."
- 14. If any reader of this book wishes to be satisfied that Margaret Fuller had her own place and a very high place among American prose-writers, they may turn to that essay.

 —Higginson.
- 15. A less truthful man than him might have been tempted into the subsequent creation of a vision in the form of resurgent memory.

 —George Eliot.
- 16. I am a poor, lonely girl, whom God has set here in an evil world and given her only a white robe and bid her wear it back to him, as white as when she put it on.

-Hawthorne.

- 17. He was one of those precious men within his own district whom every body would choose to work for them.
 - —George Eliot.
- 18. I am glad to hear each sect complain that they do not now hold the opinions they are charged with.

—Emerson.

19. Set apart for this peculiar duty, their services in the sanctuary only tended to prepare them for the sterner duties in the field of battle.

—Prescott.

20. I intended to have signalized my first appearance by a certain large statement.

—Holmes.

LESSON CCVI.

SUGGESTIONS REGARDING COMPOSITION WORK.

SELECTING A SUBJECT.

Success in writing depends largely upon the subject Beginners, as a rule, attempt something too difficult and generally they select something of a didactic On this point Whipple says: "I have a vivid memory of the first time the boys of my class, in a public school, were called upon to write 'compositions'. The themes selected were the prominent moral virtues or vices. How we poor innocent urchins were tormented by the task imposed upon us! How we put more ink on our hands and faces than we shed upon the white paper on our desks! Our conclusions generally agreed with those announced by the greatest moralists of the world. Socrates and Plato, Cicero and Seneca, Cudworth and Butler, could not have been more austerely moral than were we little rogues, as we relieved the immense exertion involved in completing a single short baby-like sentence, by shying at one companion a rule, or hurling at another a paper pellet intended to light plump on his forehead or nose. Our custom was to begin every composition with

the proposition that such or such a virtue 'was one of the greatest blessings we enjoy'; and this triumph of accurate statement was not discovered by our teacher to be purely mechanical, until one juvenile thinker, having avarice to deal with, declared it to be 'one of the greatest evils we enjoy.'"

Too many essays are of this kind, and they are of no value as a mental exercise.

A Reproduction, in the student's own language, of the thought of a poem or a story read by the teacher, is an excellent exercise. This must not be regarded as original composition work, but as a drill in expressing the thoughts that have been given. Young pupils should not be allowed to attempt anything more difficult than the writing of a day's experience, the narration of some incident, the description of something with which they are familiar, etc., until they have acquired considerable facility in the use of language. The teacher should insist on clearness and accuracy of expression. It is a rare thing to meet with a young pupil who can write a page and say just what he means.

The teacher should aim to develop the power of expression and the power of thought at the same time. As students become more mature, let them select subjects that they may investigate with profit. Biographical, historical, and literary subjects are profitable if students are led to reflect upon the facts they collect and express their own opinions. To transcribe a few facts, dates, and incidents in the language of the book almost, is worse than useless.

INVENTION—COLLECTING THE MATERIAL.

After the subject has been decided upon, the material should be collected. In the case of plain narratives not much labor is required on this point except to verify statements so as to be accurate. In more labored productions the material should be carefully collected and thoroughly digested before the work of writing begins.

In the first place the writer should give the subject careful study without any outside help. In the next place he should converse with others on the subject, both with those opposed to his views and those in sympathy with them. In the third place let him read what authorities he can. It is of the greatest importance that he consult more than one work. Dr. Thomas Arnold's views on this point have often been quoted and are worthy of the most careful consideration: "I call that the best theme which shows that the boy has read and thought for himself; that the next best which shows that he has read; and that the worst which shows that he has followed but one book, and that without reflection."

MAKING A PLAN.

The importance of making a definite plan before beginning to write can not be over-estimated. A production can not be very clear unless the writer has a clear conception of the points he wishes to make before he commences to write. Two productions that have exactly the same material may be very different in rank. The one may have no definite plan. In the other the points

may be arranged so logically that the conclusion is irresistible. Moreover, the ability to analyze a subject and to arrange the material in such a manner that one point logically follows another and is suggested by it is a far more important element in determining the success of an extemporaneous speaker than any so-called gift of language. Students should have thorough drill in making plans of essays.

WRITING THE COMPOSITION.

When the subject has been decided upon and the plan arranged, the work is half done. The writer should clothe his ideas in the simplest and clearest language. Let the following suggestions be heeded:

- 1. Consult the dictionary when you have the slightest doubt as to spelling or meaning of a word, and often when you have no doubt.
- 2. Do not hesitate to rewrite a sentence, a paragraph, or even the whole essay, if you see where it can be improved.
 - 3. Make your penmanship legible.
- 4. Give attention to the use of capitals and marks of punctuation. It is a disgrace not to use the simplest of them correctly.
- 5. Let a new paragraph begin wherever there is a slight break in the thought. Do not think that a paragraph should be made every ten lines regardless of the thought. Each paragraph should begin about an inch from the left hand margin of the paper. The other lines

should begin about half an inch from the left hand margin.

LESSON CCVII.

MEMORY GEM.

HOHENLINDEN.

1.

On Linden, when the sun was low,
All bloodless lay the untrodden snow,
And dark as winter was the flow
Of Iser, rolling rapidly.

2.

But Linden saw another sight
When the drum beat, at dead of night,
Commanding fires of death to light
The darkness of her scenery.

3.

By torch and trumpet fast arrayed,
Each horseman drew his battle blade,
And furious every charger neighed
To join the dreadful revelry.

4.

Then shook the hills with thunder riven;
Then rushed the steeds to battle driven;
And, louder than the bolts of heaven,
Far flashed the red artillery.

5.

But redder yet those fires shall glow, On Linden's hills of crimsoned snow, And bloodier yet shall be the flow Of Iser, rolling rapidly.

6.

'Tis morn; but scarce you level sun Can pierce the war-clouds, rolling dun, Where furious Frank and fiery Hun Shout in their sulphurous canopy.

7.

The combat deepens. On, ye brave, Who rush to glory or the grave!
Wave, Munich! all thy banners wave,
And charge with all thy chivalry!

8.

Few, few shall part where many meet!
The snow shall be their winding sheet;
And every turf beneath their feet
Shall be a soldier's sepulchre.

—Campbell.

LESSON CCVIII.

FIGURES OF SPEECH.

The most common figures of speech are the Simile, Metaphor, Hyperbole, Apostrophe, and Climax.

In a **Simile** one thing is said to be like another; as, The Assyrian came down like the wolf on the fold.

In a **Metaphor** the idea of similarity is indicated by one word without any statement of comparison; as, The military eye is a stack of bayonets.

—Emerson.

Note.—A simile would be: The military eye is like a stack of bayonets.

An **Hyperbole** is an exaggerated statement; as, The negro was so black that charcoal made a chalk mark upon him.

—Lowell.

In an **Apostrophe** something absent is addressed as present.

Thou, dear, noble Elizabeth, around whose ample brow as often as thy sweet countenance rises upon the darkness, I fancy a tiara of light or a gleaming aureola in token of thy premature intellectual grandeur,—thou whose head for its superb developments was the astonishment of science,—thou next, but after an interval of happy years, thou also wert summoned away from our nursery; and the night which, for me, gathered upon that event, ran after my steps far into life; and perhaps at this day I resemble little for good or for ill that which else I should have been. Pillar of fire that didst go before me to guide and to quicken,—pillar of darkness when thy countenance was turned away to God, that didst too truly shed the shadow of death over my young heart,—in what scales should I weigh thee? —De Quincey.

A Climax is a series of words, phrases, or clauses arranged according to their relative importance. The word climax means ladder.

EXAMPLE.—Cruelty became with him, first a habit, then a passion, at last a madness.

—Macaulay.

A writer should be careful to avoid mixed figures. A stump orator once said: "I tell you, fellow citizens, the politicians are feathering their nests with the foundation stones of this government."

H. A. Wise made use of this figure in the Virginia House of Representatives:

Virginia has an iron chain of mountains running through her center, which God has placed there to milk the clouds and to be the source of her silver rivers.—

Quoted by Phelps.

A number of figures may be used to describe the same thing if each figure is complete in itself:

The pitcher which he was filling at the fountain has been broken. The chalice which he was raising to his lips has been dashed to the ground. The sickle which he was sharpening and brightening to thrust into the world's whitening harvest has fallen from his grasp.

-W. H. Scott.

EXERCISES.

Study the following figures as models, point out their elements of strength and beauty, determine whether they are well sustained, and classify them:

1. Your good resolutions were always like cobwebs, and your evil habits like five-inch cables.

-Hawthorne.

2. People that make puns are like wanton boys that put coppers on the railroad tracks. They amuse themselves and other children, but their little trick may upset a freight train of conversation for the sake of a battered witticism.

—Holmes.

3. We meet under the gloom of a calamity which darkens down over the minds of good men in all civil society, as the fearful tidings travel over sea, over land, from country to country, like the shadow of an uncalculated eclipse over the planet.

—Emerson on death of Lincoln.

4. We are poor plants buoyed up by the air-vessels of our own conceit: alas for us, if we get a few pinches that empty us of that windy self-subsistence.

—George Eliot.

- 5. In a moment her fingers were wandering with their old sweet method among the keys and her soul was floating in its true familiar element of delicious sound, as the water-plant that lies withered and shrunken on the ground expands into freedom and beauty when once more bathed in its native flood.

 —George Eliot.
- 6. His sun shone as through a tropical tornado; and the pale shadow of death eclipsed it at noon! Shrouded in such baleful vapors, the genius of Burns was never seen in clear azure splendor, enlightening the world. But some beams from it did, by fits, pierce through; and it tinted those clouds with rainbow and orient colors into a glory and stern grandeur, which men silently gazed on with wonder and tears.

 —Carlyle.
- 7. Tried at a tribunal far more rigid than that where the *Plebiscita* of common civic reputations are pronounced, he has seemed to us even there less worthy of blame than of pity and wonder. But the world is habitually unjust in its judgments of such men; unjust on many grounds, of which this one may be stated as the substance: it decides,

like a court of law, by dead statutes; and not positively but negatively; less on what is done right than on what is or is not done wrong. Not the few inches of reflection from the mathematical orbit, which are so easily measured, but the ratio of these to the whole diameter constitutes the real aberration. This orbit may be a planet's, its diameter the breadth of the solar system; or it may be a city hippodrome; nay, the circle of the ginhorse, its diameter a score of feet or paces. But the inches of deflection only are measured; and it is assumed that the diameter of the ginhorse and that of the planet will yield the same ratio when compared with them. —Ibid.

- 8. With our readers in general, with men of right feeling anywhere, we are not required to plead for Burns. In pitying admiration, he lies enshrined in all our hearts, in a far nobler mausoleum than that one of marble; neither will his works, even as they are, pass away from the memory of man. While the Shakespeares and Miltons roll on like mighty rivers through the country of thought, bearing fleets of traffickers and assiduous pearl-fishers on their waves, this little Valclusa Fountain will also arrest our eye: for this also is of nature's own and most cunning workmanship, bursts from the depths of the earth, with a full gushing current, into the light of day; and often will the traveler turn aside to drink of its clear waters and muse among its rocks and pines!

 —Ibid.
- 9. Whenever the wandering demon of Drunkenness finds a ship adrift,—no steady wind in its sails, no pilot directing its course,—he steps on board, takes the helm, and steers straight for the maelstrom. —Holmes.

- 10. Miss Brook Dingwall was one of that numerous class of young ladies who, like adverbs, may be known by their answering to a commonplace question and doing nothing else.

 Lickens.
- 11. Mr. Percy Noakes was a law student, inhabiting a set of chambers on the fourth floor in one of those houses which command an extensive view of the gardens and their usual adjuncts—flaunting nursery-maids and town-made children with parenthetical legs. —Dickens.
- 12. Certainly fame is like a river that beareth up things light and swollen and drowns things weighty and solid.

 —Bacon.
- 13. A man who has never been within the tropics does not know what a thunderstorm means; a man who has never looked on Niagara has but a faint idea of a cataract; and he who has not read Berère's Memoirs may be said not to know what it is to lie. Macaulay.
- 14. He resembled those creepers which must lean on something, and which, as soon as their prop is removed, fall down in utter helplessness. He could no more stand up, erect and self-supported, in any cause, than the ivy can rear itself like the oak, or the wild vine shoot to heaven like the cedar of Lebanon.

 —Ibid.
- 15. Inherited qualities move along their several paths not unlike the pieces in the game of chess. Sometimes the character of the son can be traced directly to that of the father or of the mother, as the pawn's move carries him from one square to the next. Sometimes a series of distinguished fathers follows in a line, or a succession of superior mothers, as the black or white bishop sweeps the

board on his own color. Sometimes the distinguished characters pass from one sex to the other indifferently, as the castle strides over the black and [the] white squares. Sometimes an uncle or aunt lives over again in a nephew or niece, as if the knight's moves were repeated on the squares of human individuality.

—Holmes.

- 16. Every German regards a sentence in the light of a package, and a package not for the mail-coach, but for the wagon, into which his privilege is to crowd as much as he possibly can. Having framed a sentence, therefore, he next proceeds to pack it, which is effected partly by unwieldy tails and codicils, but chiefly by enormous parenthetical involutions. All qualifications, limitations, exceptions, illustrations are stuffed and violently rammed into the bowels of the principal proposition. That all this equipage of accessories is not so arranged as to assist its own orderly development, no more occurs to a German as a fault, than that in a package of shawls or of carpets, the colors and patterns are not fully displayed.

 —De Quincey.
- 17. It a little confused me to discern always a ripple on his mobile face, responsive to any slightest breeze that passed over the inner reservoir of my sentiments, and seemed thence to extend to a similar reservoir within himself.

 —Hawthorne concerning Leigh Hunt.
- 18. The shades in the Athenian character strike the eye more rapidly than those in the Lacedæmonian: not because they are darker, but because they are on a brighter ground. The law of ostracism is an instance of this. Nothing can be conceived more odious than the

practice of punishing a citizen, simply and professedly for his eminence; and nothing in the institutions of Athens is more frequently or more justly censured. Lacedæmon was free from this. And why? Lacedæmon did not need it. Oligarchy is an ostracism of itself,—an ostracism not occasional, but permanent,—not dubious, but certain. Her laws prevented the development of merit, instead of attacking its maturity. They did not cut down the plant in its high and palmy state, but cursed the soil with eternal sterility.

—Macaulay.

LESSON CCIX.

Require students to select figures of speech from standard writers and copy them in their note books.

MEMORY GEM.

ABRAHAM LINCOLN.

It has become the fashion in these later days to look upon Lincoln as the accident of an accident rather than as the man of the age—the greatest of all who have borne the name American. Little souls who came near his great life—who viewed his nature as the insect scans the bark of the oak along the rugate surface of which he creeps, with a self-satisfied contempt of the rude strength and solid core that lies within—have been winning for themselves a sort of immortality and an infinitude of contempt by trying to paint the man whose perfections they could never apprehend. Our literature has been overrun with

a horde of puny drivelers made purblind by the glory of a life whose light was so serene and steady that they counted it but a reflection of the lurid conflict amid which he lived. It was not because one man schemed or another paltered that Abraham Lincoln came to the leadership of the hosts of freedom. Neither was it through the merit of any or all of his advisers that he succeeded in accomplishing the task set before him, but chiefly through his own consummate genius and unmatched power. It was not luck but intellect that brought him from obscurity to the forefront of the greatest movement in history. The men who stood beside him were pigmies in practical power when compared with him. He was so great that he needed no padding, and was careless of his fame. As he came from the people so he left himself fearlessly in their hands. It has been customary, while admitting his prudence, sagacity, and self-control, to depreciate his intellectual power. The change of position which he effected by a single phase, was so easily done and seemed so evident when once put forth, that few have stopped to think that the intellect of Sumner, the prophetic grasp of Seward, the foresight of Chase, and the brain of a thousand others who seemed his compeers, had been thitherto utterly unable to formulate a common ground of opposition to slavery, which should commend itself to the mind and conscience of the people. He alone, of all the men of that time, had the sagacity to discover the key of the position, to unite all the discordant elements in the attack upon it, and to hold them up to the conflict until the victory was won. By that thought he fused all the discordant

elements into one. It was one of those strokes power which mark the highest genius. By this alone he would have established his claim to rank as much above his associates in intellect as he is admitted to have stood. in sagacity, devotion, and self-forgetfulness. Standing on a level with the lowliest, he towered conspicuously above the greatest. Those who saw the apparent ease with which he achieved these results only half realized his greatness. Their regard was dissipated by a thousand insignificant details. Only the future can properly estimate the brain that consolidated the opposition to slavery, held the nation to the work of putting down rebellion, and called his cabinet together only to consider the wording of a proclamation that was to change the status of a race forever. He bestrode our land like a Colossus, all unconscious of his own power, frankly esteeming others at their just value—incapable of detraction or envy, and trusting his fame, with a magnificent unconcern as to the result, to the future. Pure, simple, unassuming, kindly, touched with sadness and relieved with mirth, but never stained with falsehood or treachery, or any hint of shameful act, his heart as tender as his life was grand; a little child in simplicity, a saint in purity, a king in power. Child of the sadly smitten South; nursling of the favored North; giant of the great West-his life was the richest fruitage of the liberty he loved! His name is the topmost which a continent has given unto fame!

—Albion W. Tourgee.

GRAMMAR.

ARTICLE I.

THE NOUN.

- 1. A Noun is a name; as, boy, book.
- 2. A **Proper Noun** is the name of a particular person, place, event, etc.; as, Hamilton, London, The Reformation.
- 3. All other nouns are called **Common Nouns**. A **Common Noun** is a name that belongs to any one of a class of objects.

Common nouns are divided into a number of classes.

- 4. An **Abstract Noun** is a common noun that expresses a quality; as, truth, sweetness.
- 5. A **Verbal Noun** is a common noun derived from a verb; as, rising, setting.
- 6. A Collective Noun is a common noun plural in meaning, but singular in form; as, herd, assembly.

ARTICLE II.

PROPERTIES OF NOUNS.

1 Nouns have four properties: Person, Gender, Number, and Case.

PERSON.

- 2. **Person** is the property of a noun or pronoun which indicates whether a person is speaking, spoken to, or spoken of.
- 3. The **First Person** denotes the one speaking; as, I, John, saw the beautiful city.

In this sentence the pronoun I and the noun John are each in the first person.

- 4. The **Second Person** denotes the person addressed; as, John, the man desires to see you.
- 5. The **Third Person** denotes the person or thing spoken of; as, John has finished his work.

ARTICLE III.

GENDER.

- 1. Gender is the property of a noun or pronoun that denotes sex. There are three genders: Masculine, Feminine, and Neuter.
- 2. The **Masculine Gender** denotes males; as, man, father.
- 3. The **Feminine Gender** denotes females; as, mother, cow.
- 4. The **Neuter Gender** denotes neither males nor females; as, gun, tree, house.

Note.—When the gender of a noun can not be determined, some grammarians say that it is in the common gender; as, parent, child, bird.

- 5. The masculine and feminine genders are distinguished in three ways:
 - 1st. By different words.
 - 2d. By different endings.
 - 3d. By prefixes and suffixes.

1st. Under the first head we have: father, mother; son, daughter; man, woman; uncle, aunt; Mr., Mrs.; male, female; gentleman, lady; nephew, niece; bachelor, maid; bridegroom, bride; cock, hen; drake, duck; earl, countess; buck, doe; hart, roe; sir, madam; gander, goose, etc.

2d. In the second class are: host, hostess; actor, actress; baron, baroness; poet, poetess; author, authoress; negro, negress; emperor, empress; murderer, murderess.

3d. In the third class are: man-servant, maid-servant; he-bear, she-bear; Mr. Jones, Mrs. Jones; peacock, peahen.

Note.—It is a violation of good taste to use the distinctive feminine forms of nouns exclusively with reference to females. The feminine form is necessary in some titles, and is often better in indicating one's work in general; but the masculine form is preferred when it is used to indicate the agent or doer of some particular work. It is correct to say: Mrs. Browning is an authoress of considerable distinction and is the author of Aurora Leigh. The use of the titles professoress, doctoress, etc., should be discouraged.

Note 2.—A pronoun referring to a singular noun that denotes both sexes should be in the masculine gender; as, Every student must prepare *his* lesson before coming

to the class. It is not in good taste to say his or her lesson.

If it is known that the noun denotes females only, the feminine form of the pronoun should be used.

ARTICLE IV.

NUMBER.

- 1. **Number** is that property of the noun or pronoun which denotes one or more than one.
 - 2. There are two numbers: Singular and Plural.
- 3. The **Singular Number** denotes but one; as, book.
- 4. The **Plural Number** denotes more than one; as, books.
- 5. The most common way of forming the plural of nouns is by adding s to the singular; as, girl, girls; dog, dogs.
- 6. The plural is formed by adding es to the singular, when the last sound of the word will not unite with s; as, church, churches; fox, foxes.
- 7. The following nouns ending in f and fe form their plurals by dropping those endings and adding ves: beef, calf, elf, half, knife, leaf, life, loaf, self, sheaf, shelf, wife, and wolf. The plural of staff is staves and staffs. Consult the dictionary for difference of meaning in the plural. The plural of wharf is wharfs and wharves. The latter

form is more common in the United States; the former in England.

The plurals of hoof and turf were formerly hooves and turves; now they are hoofs and turfs.

Other nouns ending in f or fe form their plurals by adding s; as, chief, chiefs; strife, strifes.

8. Nouns ending in y preceded by a consonant drop the y and add ies to form the plural; as, lady, ladies; study, studies.

Note.—Notice that, if the y is preceded by a vowel, the plural is formed by adding s; as, valley, valleys; money, moneys.

- 9. The plural of a letter or figure is formed by adding 's; as, Cross your t's; Write three 5's.
- 10. In compound words the essential part is pluralized; as, son-in-law, sons-in-law; baby-cart, baby-carts.

Note.—It is evident that the words son and cart are the essential parts of the above words and that the rest are simply descriptive.

- 11. In a few compound words both parts are pluralized; as, man-servant, *men-servants*.
- 12. In the case of proper nouns it is customary to pluralize either the title or the name, but not both; as, the Miss Johnsons, or the Misses Johnson. The former expression is preferred. George Eliot wrote: The Miss Linnets were old maids. —Scenes in Clerical Life.
 - 13. In pluralizing proper names it is better to add s

simply so that the original form of the word may appear; as, the Marys, the Henrys, the Tullys, the Carys, the Storys. There is authority, however, for the word Maries.

- 14. When a numeral precedes a title and a proper name, the latter only should be pluralized; as, the two General *Jacksons*.
- 15. A few nouns form their plurals irregularly; as, man, men; woman, women; child, children; mouse, mice; ox, oxen; foot, feet; goose, geese; tooth, teeth, etc.
- 16. Some nouns have the same form for both numbers; as, sheep, deer, swine, series, corps,* bellows, amends, gross, grouse, pains, means, odds.
- 17. A few nouns have the same form in both singular and plural when preceded by a numeral; in other cases they add s to form the plural; couple, dozen, pair, score, yoke, hundred, thousand.
- 18. Some nouns have no singular: ashes, measles, shears, scissors, tongs, trowsers, mumps, thanks, tidings, victuals, hose (stockings).
- 19. Some nouns in the plural have a singular form with a different meaning: goods, letters, manners, remains, spectacles, grounds, greens.
- 20. These nouns are plural in form, but singular in meaning: molasses, news, politics, acoustics, mathematics, and other names of sciences ending in *ics*.
 - 21. A number of nouns introduced into our language

^{*} Consult your dictionary as to the pronunciation of this word in the two numbers.

from foreign tongues without change, form their plurals in accordance with the rules of those languages. The following are some of the changes in the Latin and the Greek: us to i or era; um and on to a; a to ae; is to es or ides; x to ces or ices.

FAMILIAR EXAMPLES.

formula,	formulæ,	radius,	radii,
stimulus,	stimuli,	alumnus,	alumni
alumna,	alumnæ,	focus,	foci,
crisis,	crises,	datum,	dat:,
genus,	genera,	synopsis,	synopses.
parenthesis,	parentheses,		

Note.—Some of the above nouns have the ordinary English plurals as well as the foreign plurals. The student should consult the dictionary if he has any doubt as to the correct form.

- 22. Some nouns have two plurals differing in meaning: brother, brothers (of same family), brethren (of same society), die, dies (for coining), dice (for gaming), genius, geniuses (men of genius), genii (spirits), index, indexes (tables of contents), indices (signs in algebra).
- 23. Abstract nouns and names of materials are not usually pluralized; as, tin, lead, honesty, etc.

When different kinds of the same substance are referred to, the word may be pluralized; as, the *tins*, the *leads*, the *teas*, the *cottons*.

24. Nouns ending in o preceded by a consonant regularly form the plural by adding es to the singular; as, negro, negroes; potato, potatoes.

There are many exceptions to this rule. The following add s to the singular:

albino,	lasso,	salvo,
canto,	limbo,	sirocco,
cento,	memento,	solo,
domino,	octavo,	stiletto,
duodecimo,	piano,	torso, It. pl. torsi,
fresco,	proviso,	two,
halo,	quarto,	tyro.
junto,	rotundo,	

There is some authority for including grotto and portico in this list. Domino has also the plural dominoes.

If the o is preceded by a vowel, the plural is formed by adding s; as, trios, folios, etc.

Note.—Notice that when a noun ends with the sound of p, t, k, f, or with the sharp sound of th (unmarked), the s forming the plural has the sharp (unmarked) sound; as, cats, caps, breaths, etc.

If the noun ends with a vowel sound, or the sound of b, d, hard sound of g, m, n, ng, l, r, v, or the *flat* or *vocal* sound of th, the s forming the plural has the soft or vocal sound (z); as, dogs, lathes.

In the following seven words th has the sharp sound in the singular number and the flat or vocal sound in the plural number: bath, cloth, loth, mouth, oath, path, and wreath.

There is no authority for giving the vocal sound to the plural of truth,

ARTICLE V.

CASE.

- 1. Case is that property of a noun or pronoun that indicates its relation to other words.
- 2. There are four cases: Nominative, Possessive, Objective, and Absolute.
 - 3. The Nominative Case has four uses:
 - 1. As the Subject of a sentence.
 - 2. As the *Predicate* of a sentence.
 - 3. In Apposition with the subject.
 - 4. In Apposition with the predicate.
- 4. A noun or pronoun can be the predicate of a sentence after a copulative verb only. See Art. XIII., 27.
- 5. A noun or pronoun that explains the meaning of another noun or pronoun is in the same case with it by Apposition.

Note.—Let the student distinguish clearly between a noun as the predicate and a noun in apposition with the subject. A noun in apposition with another means the same person or thing. It does not follow, however, that a noun meaning the same person or thing as another is in apposition with it.

- 6. The following sentences illustrate the four uses of the *Nominative Case* in the order named above:
 - 1. John was a good boy.
 - 2. The boy was called John.
 - 3. The boy John was an interesting character.
 - 4. The student was the boy John.

ARTICLE VI.

POSSESSIVE CASE.

- 1. The **Possessive Case** denotes the owner, author, or origin. It does not always denote real possession.
- 2. In the singular number the **Possessive Case** is formed by adding 's to the nominative form of the noun; as, the boy's book; the girl's slate; the man's house.
- 3. When a noun in the singular number ends in s, most authorities insist that the 's must still be added; as, James's books, Howells's novels, Burns's poems. A few years ago the forms given above were used invariably. Now the tendency is to leave off the last s. There is good authority for the following expressions: Henry James' Works, General Thomas' Army, Barnes' Educational Monthly. These forms should be preferred to the others.
- 4. A few proper nouns having two or more sounds of s have never added the s in forming the possessive; as, Moses' law, Jesus' feet.
- 5. For conscience'sake, for experience's ake, for goodness' sake are well authorized. In the first two expressions the s is omitted to avoid so many s-sounds, the following word beginning with an s.
- 6. If a word in the plural number does not end in s, the possessive is formed like the singular; as, men's hats, children's dresses.

If the plural ends in s, form the possessive by adding the apostrophe; as, boys' hats, horses' feet.

7. When a noun in the possessive case is limited by some other noun that follows it, the sign of possession is

placed after the noun preceding the thing possessed; as, Princess Anne of Denmark's son.

—Thackeray.

- 8. When two nouns are in the possessive case and denote joint possession, the sign should be annexed to the last only; as, *Ferdinand* and *Isabella's* reign did much to improve the condition of Spain.
- 9. When two nouns are in the possessive case and do not denote joint possession, the sign should be attached to each; as, *John's* and *Jane's* books.
- 10. The apostrophe should never be used in forming the possessive case of pronouns. Such expressions as, her's, your's, their's, etc., are incorrect.

A few quotations from early English will show that es or s was once the sign of the possessive case. Mandeville, who lived from 1300 to 1371, in describing the Church of the Holy Sepulchre, wrote:

"In the place of that morteys was Adames hed found after Noes flode."

Chaucer, who lived from about 1328 to 1400, wrote:

"His lordes scheep, his neet, and his dayerie, His swyn, his hors, his stoor and his pultrie, Was holly in this reeves governynge."

Sir Thomas More, who lived from 1489 to 1535, wrote of Richard III.:

"Friend and foo was muche what indifferent, where his advantage grew; he spared no mans death whose life withstood his purpose." In the same history he wrote: "Whyle Kyng Rychardes menne turned back, having an eye towardes them, Thomas Brandon, with thirty valeaunt menne of the other syde, gatte over a water into the castel, to strength them that were within."

The expressions—"Henryes banner" and "Henries banner" occur.

Spenser (1553—1599) wrote:

"One day, nigh wearie of the yrkesome way,
From her unhastie beast she did alight,
And on the grasse her dainty limbs did lay
In secrete shadow, far from all mens sight."

The apostrophe was also used at this time.

Milton (1608—1674) wrote in the Areopagitica: "As good almost kill a Man as kill a good Book; who kills a man kills a reasonable creature, Gods image; but hee who destroys a good Booke, kills reason it selfe, kills the Image of God as it were in the eye."

ARTICLE VII.

THE OBJECTIVE CASE.

- 1. The Objective Case denotes the object.
- 2. There are four regular uses of the **Objective** Case:
 - 1. The Object of a transitive verb in the active voice.
 - 2. The Object of a preposition.
- 3. Nouns denoting length of time, space, distance, etc., in the Objective Case without a governing word.
- 4. In the objective case in Apposition with some noun in the objective case.

Examples in the order named above:

- 1. The girl wrote the letter.
- 2. The boy rode on the horse.
- 3. The man walked ten miles.
- 4. I saw James A. Garfield, an orator of great power.
- 3. A few verbs—to call, to name, to elect, etc.—admit two objects without a connective; as, They elected John president. The second object is often called a predicate objective. When the verb is changed to the passive voice, the first object becomes the subject and the second object the predicate; as, John was elected president.
- 4. An adjective having the idea of knowing, thinking, believing, etc., may admit an object: as, I am confident that he has gone. I am positive that the work has been accomplished.
- 5. Occasionally a verb in the passive voice admits an object; as, I was asked a *question*.
- 6. The subject of an infinitive is in the objective case; as, I wish him to go.

ARTICLE VIII.

THE ABSOLUTE CASE.

- 1. A noun is in the **Absolute Case** when it is absolved from the rest of the sentence. This case is also called the *Independent Case* and the *Nominative Independent*.
 - 2. There are three uses of the Absolute Case:
 - 1. By Direct Address; as, John, come to me.
 - 2. By Exclamation; as, Our fathers, where are they?
- 3. With a Participle; as, Esmond returned to Castle-wood, his Latin poem having gained him a prize.

ARTICLE IX.

DECLENSION.

1. The **Declension** of a noun is its change of form to represent its case and number.

	Singular.	Plural.	Singular.	Plural.
Nom.	boy,	boys,	lady,	ladies,
Poss.	boy's,	boys',	lady's,	ladies',
Obj.	boy,	boys,	lady,	ladies,
Abs.	boy,	boys,	lady,	ladies.

ARTICLE X.

THE PRONOUN.

- 1. A **Pronoun** is a word used instead of a noun. The word for which the pronoun stands is called its **Antecedent**. The antecedent may be a noun, pronoun, clause, etc.
- 2. Pronouns have the same properties as nouns: Person, Gender, Number, and Case.
- 3. Pronouns must agree with their antecedents in *person*, *gender*, and *number*. The *case* depends upon its relation to other words.
- 4. There are three kinds of pronouns: **Personal**, **Relative**, and **Interrogative**.
- 5. **Personal Pronouns** have different forms to represent the different persons; as, I, you, he.
- 6. Personal Pronouns are divided into two classes: Simple and Compound. The Simple Personal Pronouns are single words. The Compound Personal

Pronouns are the simple pronouns compounded with the word self or selves.

DECLENSION.

7. Simple Personal Pronouns.

FIRST PERSON.

	Singular.	Plural.
Nom.	Ι,	we,
Pošs.	my or mine,	our or ours,
Obj.	me,	us.

SECOND PERSON.

	Singular.		Plural.
Nom.		Nom.	you,
Poss.	your or yours,	Poss.	your.or yours,
Obj.	you,	Obj.	you.

SECOND PERSON, ANCIENT FORM.

	Singular.		Plural.
Nom.	thou,	Nom.	ye,
Poss.	thy or thine,	Poss.	your or yours,
Obj.	thee,	Obj.	you.

THIRD PERSON.

		Singular.			Plural.
	Maš.	Fem.	Neut.		All Genders.
Nom.	he,	she,	it,	Nom	they,
Poss.	his,	her or hers,	its,	Poss.	their or theirs,
Obj.	him,	her,	it,	Obj.	them.

8. The **Compound Personal Pronoun** has only two cases, *Nominative* and *Objective*, and these are the same in form.

FIRST PERSON.

Nom. and Obj. Singular. Plural. ourselves.

SECOND PERSON.

Nom. and Obj. Singular. yourself, Ancient form, thyself, yourselves.

THIRD PERSON.

Singular. Plural. himself,
Nom. and Obj. herself, themselves. itself,

The compound personal pronoun has two distinct uses. In the first place it is used for *emphasis*; as, The man did it *himself*. In this sentence the word *himself* makes the word man more emphatic and is in apposition with it.

In the second place the compound personal pronoun has a *reflexive* use, i. e., it is used when the subject and object mean the same person or thing; as, The man hurt *himself*.

How many persons are referred to in this sentence,— The man hurt him?

- 9. The pronoun it is frequently used without any particular antecedent; as, It rains, It snows. Sometimes it is used to introduce a sentence and its antecedent is a clause in the sentence; as, It is too bad that he should die.
- 10. It is customary for writers to use the "editorial" we instead of *I*. In general it is better to use the singular of the pronoun in the first person if one only is meant.

If one does not wish to make himself so prominent apparently, he can use the third person and speak of himself as "the writer."

Sometimes a writer uses the word we in such a connection that the plural is absurd and he may then make the expression doubly absurd by adding the monstrosity ourself; as, We ate the berry ourself.

Good writers do not use this word which is half plural and half singular.

- 11. When the gender of an antecedent is indeterminate, custom requires that the pronoun shall be in the masculine gender; as, Every passenger should procure his ticket before entering the car; not his or her ticket.
- 12. When pronouns of different persons are used in the same sentence, the second person should precede the first in order, and the third the first;
 - as, You and I will go.

 He and I will go.

 You, and he, and I will go.
- 13. When the antecedents are of different persons, the pronoun should agree with the one in the second person rather than the third, and with the first person rather than either of the others; as,

You and John will go to your homes. You, and John, and I will go to our homes.

14. When a pronoun has two or more antecedents in the singular connected by and, it should be plural. If, however, the antecedents are preceded by each, every, or no, or distinguished particularly in some other way, the pronoun should be singular; as, The boy and the girl

should study their lessons; Every tree and every shrub was deprived of its foliage.

- 15. When the two nouns mean the same person or thing, the pronoun should be singular; as, The kind husband and the indulgent father has gone to his reward.
- 16. When two singular ant-cedents are connected by or, or nor, the pronoun should be singular.

ARTICLE XI.

THE RELATIVE PRONOUN.

- 1. A Relative Pronoun joins a subordinate clause to its antecedent.
- 2. There are two kinds of **Relative Pronouns**; Simple and Compound.
- 3. The **Simple Relatives** are who, which, that, and sometimes as.

4. Declension.—

Sing. and Plural. Sing. and Plural. Sing. and Plural.

Nom. who, which, that,

Poss whose, whose, whose,

Obj. whom, which, that.

- 5. As is indeclinable.
- 6. Who is used for persons; as, This is the man who was killed.
- 7. Which is used to represent things without life, animals, and sometimes children; as, This is the animal which was killed.

Note.—In early English which is often used for persons.

- 8. That is used to represent either persons or things. It is better to use that as the relative, (a) when who or which already occurs in the sentence, (b) after an adjective in the superlative degree, (c) after all, very, and same.
- 9. As is considered as a relative after such, many, and same; as, He is such a man as I described. It is indeclinable, and can be in the nominative or objective case only.
- 10. A relative pronoun is often omitted; as, This is the man I saw.
- 11. In the older forms of English the antecedent of a relative is often omitted; as, Who steals my purse, steals trash.
- 12. Sometimes the word which is joined with a noun, and has simply the force of an adjective; as, He hurt his friend accidentally, which thing caused him great mortification. In this sentence which is equivalent to and this. In most cases it is better to omit the noun, and the word which will have its full force as a relative.
 - 13. Notice the different uses of the word that.
 - 1. That boy has gone.—Adjective.
 - 2. That is the tallest tree.—Noun.
 - 3. I know that he did it.—Conjunction.
 - 4. This is the person that did it.—Relative Pronoun.
- 14. The so-called adverbs, when, where, whence, whither, wherewith, whereby, wherein, etc., when they introduce clauses that modify nouns, are equivalent to relative pronouns with prepositions and should be called **Relative Adverbs**.

EXAMPLES.

{	This This	is is	the the	house where he lives. house in which he lives.	
				particular wherein he failed. particular in which he failed.	}

Note.—It is plain that where and wherein in the above sentences are equivalent to in which, and that the clauses introduced by them are relative modifying house and particular.

- 15. Notice the following simple truths:
- 1. A Relative Pronoun is always found in a subordinate clause, and, therefore, never stands in a simple sentence.
- 2. A Relative Pronoun can not stand in the same clause with its antecedent.
- 3. A Relative Pronoun and its antecedent can never be governed by the same word.
- 4. A Relative Clause always modifies the antecedent of the relative.

A Compound Relative Pronoun is a relative which includes the antecedent and pronoun part in one word. They are what, whoever, whosoever, whichsoever, whatever, whatsoever.

Whoso was used in early English, but its use is now poetical. Whosoever is now giving way to the simpler word whoever.

Whosoever is declined as follows:

SINGULAR AND PLURAL.

Nom. whosoever,
Poss. whosesoever,
Obj. whomsoever.

What is equivalent to that which; as, I saw what you wanted: I saw that which you wanted. That should be parsed as any noun and which as an ordinary relative.

Whoever and whosoever are equivalent to he who, or any one who; as,

Whoever labors will succeed.

Any one who labors will succeed.

Whichever is equivalent to any which; as,

You may take whichever book you desire.

You may take any book which you desire.

Whatever is equivalent to any thing which; as, I am pleased with whatever you do.

I am pleased with any thing which you do.

Some grammarians do not separate a compound relative into its parts, but simply give it two cases. In the last example above they would say that whatever is the object of with and also do.

I will address whomsoever I happen to see.

In this sentence whomsoever may be considered the object of address and also see; or (any) one the object of address and whom the object of see.

Occasionally a compound relative is in the nominative case and objective case at the same time. In this case the nominative form should be used; as, I will address whoever happens to be present.

Whenever and wherever should often be considered as Compound Relative Adverbs.

You may go whenever you please.

Whenever is equivalent to at any time at which. See 14.

ARTICLE XII.

THE INTERROGATIVE PRONOUN.

1. Who, which, and what are interrogative pronouns when used in asking questions.

Examples.—Who bought the book?

Which did you see?

What do you want?

- 2. Who and which are declined like the relative pronouns who and which. See Art. XI., 5.
- 3. Which and what as interrogative pronouns have two distinct uses, substantive and adjective. They are substantive when they are governed as ordinary pronouns. See examples above. They are adjective when they modify some noun but do not have case.

EXAMPLES.—What man did you see?

Which book is most interesting? With this use they are often called adjective pronouns.

The interrogative pronoun is often used in *implied* questions, called also indirect questions; as,

I do not know who did it.

I do not know which book he will take.

He found out who the criminal was.

ARTICLE XIII.

THE VERB.

1. A **Verb** is a word that expresses action or existence; or is used to assert something of the subject.

EXAMPLES.—The winds blow.

The man seems honest.

- 2. Verbs are transitive, intransitive, and copulative with respect to their use.
- 3. A Transitive Verb requires an object to complete its meaning; as, Washington loved his country.

An Intransitive Verb does not take an object; as, Washington lived in the country.

For the **Copulative Verb** see 27.

- 4. The properties of verbs are voice, mode, tense, person, and number.
- 5. **Voice** belongs to transitive verbs. If the subject acts, the verb is in the *active* voice; as, The man *killed* the wolf.

If the action is exerted upon the subject, the verb is in the *passive* voice; as, The wolf was killed by the man.

- 6. **Mode** denotes the manner in which an assertion is made. There are four modes: *Indicative*, *Potential*, *Imperative*, and *Infinitive*.
- 7. The **Indicative Mode** is generally used to express a fact; as, The soldiers fought heroically.
- 8. The **Potential Mode** denotes the power, possibility, and necessity of an action or state of being, etc.; as, The man would succeed, if he would put forth every effort.
- 9. The **Imperative Mode** is used to express a command, an exhortation, or entreaty; as, John, come to me.
- 10. The **Infinitive Mode** expresses a general or indefinite action or state of being. The sign of the infinitive is generally the word to; as, The boy wished to go.

The sign is omitted after the verbs bid, hear, help, let, make, see, and a few others.

- 11. All verbs not in the infinitive mode are called *finite* verbs and must have subjects in the nominative case.
- 12. The Subjunctive Mode has so nearly disappeared from modern English that it deserves no special mention. Most writers now say: If it rains instead of if it rain. The verb to be in the present tense still retains possibly the subjunctive form. If it be possible is a common expression. It would be just as correct to use is for be. If I were you is also a common expression. Were was formerly considered as a form of the present subjunctive. Some now consider it the potential mode.
- 13. **Tense** is a property of a verb that expresses the distinction of *time*.

There are three main divisions of time,—present, past, and future.

TENSE SIGNS.

14. The Indicative Mode has six tenses.

Present.—Simple form of verb. The third person, singular, must end in s.

Past.—Add *ed* to simple form of verb, if regular. If irregular, the past tense must be memorized.

Future.—Prefix shall or will to simple form of the verb.

Present Perfect.—Prefix have to the perfect participle. In the third person singular has must be prefixed instead of have.

Past Perfect.—Prefix had to the perfect participle.

Future Perfect.—Prefix shall have or will have to the perfect participle.

The three perfect tenses express completed action; the present perfect with reference to the present, the past perfect with reference to some other past time, the future perfect with reference to some future time. The present tense expresses present time and is also used for general statements. It is used to describe past events vividly.

15. The Potential Mode has four tenses.

Present or Future.—Prefix can to simple form of verb.

Past.—Prefix could to simple form of verb.

Present Perfect.—Prefix can have to perfect participle.

Past Perfect.—Prefix could have to perfect participle.

Note.—May and must used also in same tense as can. Should, might, and would used same as could.

The auxiliaries could, might, would, and should indicate present or future time as well as past time.

16. The **Imperative Mode** has one tense, the present.

It is the simple form of the verb. Sometimes do is prefixed to the simple form to make it emphatic.

17. The **Infinitive Mode** has two tenses:

Present.—Prefix to to the simple form of the verb.

Present Perfect.—Prefix to have to the perfect participle.

The present infinitive should be used after verbs and nouns expressing intention, expectation, hope, command, and other words that refer to the future.

This sentence is not correct:—I meant to have written to you yesterday.

—Letter of Hawthorne.

18. The **Principal Parts** of a verb are those from which all the other parts are derived. They are the *present indicative*, past indicative, and perfect participle.

A **Regular Verb** is one that forms its past indicative and perfect participle by adding *ed* to the simple form of the verb.

An **Irregular Verb** does not form its past indicative and perfect participle by adding *ed* to the simple form.

19. The **Conjugation** of a verb is the arrangement of all its voices, modes, tenses, persons, and numbers in regular order.

The **Synopsis** of a verb is the arrangement of its different forms in one person and number.

20. Conjugation of the verb to be.

PRINCIPAL PARTS.

Pres. Ind. am, or be,

Past Ind. was,

Perf. Part. been.

INDICATIVE MODE.

PRESENT TENSE.

 Singular.
 Plural.

 1. I am,
 1. We are,

 2. You are,
 2. You are,

 3. He is,
 3. They are.

PAST TENSE.

I was,
 You were,
 He was,
 We were,
 You were,
 They were.

FUTURE TENSE.

1. I shall be,

2. You will be,

3. He will be.

1. We shall be,

2. You will be,

3. They will be.

PRESENT PERFECT TENSE.

1. I have been,

2. You have been. 3. He has been,

1. We have been,

2. You have been. 3. They have been.

PAST PERFECT TENSE.

1. I had been,

2. You had been, 3. He had been,

1. We had been,

2. You had been, 3. They had been.

FUTURE PERFECT TENSE.

1. I shall have been,

1. We shall have been,

2. You will have been, 2. You will have been,

3. He will have been,

3. They will have been.

POTENTIAL MODE.

PRESENT OR FUTURE TENSE.*

1.- I can be.

2. You can be,

3. He can be.

1. We can be, 2. You can be,

3. They can be.

^{*} May and must are regularly used as auxiliaries in this tense. Might, could, would, and should are also sometimes used as auxiliaries in this tense.

PAST TENSE.

- 1. I could be,
- 2. You could be,
- 3. He could be,
- We could be,
 You could be,
- 3. They could be.

PRESENT PERFECT TENSE.

- 1. I may have been, 1. We may have been,
- 2. You may have been, 2. You may have been,
- 3. He may have been, 3. They may have been.

PAST PERFECT TENSE.

- I might have been,
 You might have been,
 He might have been,
 We might have been,
 You might have been,
 They might have been.

Note.—Such forms as these: If I were you, If he be competent, etc., should be regarded as present potential. See 12.

IMPERATIVE MODE.

2. Be, or be you

2. Be, or be you.

INFINITIVE MODE.

Present, To be. Present Perfect, To have been.

PARTICIPLES.

Present, Being. Perfect, Been. Compound, Having been.

21. Conjugation of the verb to love.

ACTIVE VOICE.

INDICATIVE MODE.

PRESENT TENSE.

Singular.		Plural.
1. I love,	1.	We love,
2. You love,	2.	You love,
3. He loves,	3.	They love

PAST TENSE.

1.	I loved,	1.	We loved,
2.	You loved,	2.	You loved,
3.	He loved,	3.	They loved

FUTURE TENSE.

1. I shall love,	1. We shall love,
2. You will love,	2. You will love,
3. He will love,	3. They will love.

PRESENT PERFECT TENSE.

1. I have loved,	1. We have loved,
2. You have loved,	2. You have loved,
3. He has loved,	3. They have loved.

PAST PERFECT TENSE.

1. I had loved,	1. We had loved,
2. You had loved,	2. You had loved,
3. He had loved,	3. They had loved.

FUTURE PERFECT TENSE.

1. I shall have loved,	1. We shall have loved,
2. You will have loved,	2. You will have loved,
3. He will have loved,	3. They will have loved.

POTENTIAL MODE.

PRESENT OR FUTURE TENSE.

- 1. I may love,
- 2. You may love,
- 3. He may love,

- We may love,
 You may love,
- 3. They may love.

PAST TENSE.*

- 1. I might love,
- 2. You might love,
- 3. He might love,
- 1. We might love,
- 2. You might love,
- 3. They might love.

PRESENT PERFECT TENSE.

- 3. He may have loved,
- I may have loved,
 You may have loved,
 You may have loved,
 You may have loved,
 - 3. They may have loved.

PAST PERFECT TENSE.

- I might have loved,
 You might have loved,
 He might have loved,
 They might have loved.

IMPERATIVE MODE.

PRESENT TENSE.

Singular.

Plural.

2. Love, or love you. Love, or love you.

INFINITIVE MODE.

Present, To love. Present Perfect, To have loved.

^{*} Could, might, would, and should often express present time.

PARTICIPLES.

- 1. Present, Loving. 2. Perfect, Loved. 3. Compound, Having loved.
- 22. Passive Voice.—

The **Passive Voice** of a verb is formed by prefixing to its perfect participle the various forms of the verb to be.

INDICATIVE MODE.

PRESENT TENSE, PASSIVE VOICE.

1. I am loved,

2. You are loved,

3. He is loved,

1. We are loved,

2. You are loved,

3. They are loved.

It will not be necessary to conjugate the passive voice. The following is a synopsis of it.

INDICATIVE MODE.

Present, I am loved.

Past, I was loved.

Future, I shall be loved.

Present Perfect, I have been loved.

Past Perfect, I had been loved.

Future Perfect, I shall have been loved.

POTENTIAL MODE.

Present or Future, I can be loved.

Past, I could be loved.

Present Perfect, I may have been loved.

Past Perfect, I could have been loved.

IMPERATIVE MODE.

Present, Be loved.

INFINITIVE MODE.

Present, To be loved.
Present Perfect, To have been loved.

PARTICIPLES.

Present, Being loved.
Perfect, Loved.
Compound, Having been loved.

23. Progressive Form.—

Place before the present participle the various forms of the verb to be.

SYNOPSIS.

INDICATIVE MODE.

Present, I am loving. Past, I was loving.

Future, I shall be loving.

Present perfect, I have been loving.

Past perfect, I had been loving.

Future perfect, I shall have been loving.

The same law is observed in the other modes.

Some writers object to the use of the progressive passive. A few quotations from standard writers will show that the progressive passive form of the verb has gained a place in our language.

He felt that he was being relieved from a difficulty.

—George Eliot.

This poor little heart was being bruised.

—George Eliot.

The dinner was being set on the table.

—Mrs. Stowe.

My old visions were being realized. — Trollope.

The Boyne was being fought, and won, and lost.

—Thackeray.

Every town should come to realize that it was being defrauded of its own revenue.

—J. G. Blaine.

A soul is being breathed into him. —Hawthorne.

While we are being amused by the ballot, woman is quietly taking things into her own hands.

—C. D. Warner.

Brook Farm was being organized. —Higginson.

The example of Tennessee was being closely imitated by the Kentuckians.

—McMaster.

These lines are being written. —Tourgee.

There was a period in which she felt that they were being ruined.

—Howells.

Work of that kind was being done. —Dickens.

The inaugural address was being delivered.

—Lincoln's Second Inaugural.

Preparations were being made for celebrating his birthday.

—Leslie Stephens.

Rome is being destroyed. —Mar

—Margaret Fuller.

Italy was being absorbed into vast estates.

-Froude.

He wondered what game was being played with him.

—Henry James.

The progressive passive is used only in the present tense and past tense, indicative mode.

In many instances the active form is better than the passive form; as, The house is building.

In verbs that may have a person as the subject and a person as the object, the passive form is better.

The two following sentences have very different meanings:

The boy is whipping.
The boy is being whipped.

24. The **Emphatic** form of the verb is used only in the present tense and past tense. In the present tense it is formed by prefixing do to the simple form, in the past tense by prefixing did to the simple form.

Present, I do love. Past, I did love.

25. The **Ancient** forms of the verb differ so slightly from the present forms that they need no extended notice.

The second person singular generally ends in t, st, or est, the third person generally ends in eth.

The following are the most common forms:

Pres., Thou art,
Past, Thou wast,
Thou lovest,
Thou lovedst,
Thou wilt love,
Pres. Perf., Thou hast been,
Past Perf., Thou hadst been,
Thou hadst loved,
Thou hadst loved,
Thou wilt have been,
Thou wilt have loved.

- 26. A verb must agree with its subject in person and number.
- (a) Two or more subjects connected by and require a verb in the plural number; as, Adams and Franklin were eminent statesmen.
- (b) When special prominence is given to each subject in the singular, the verb should be singular. This is generally the case when the subject is preceded by each, every, etc.; as, Every horse and every man was an object of terror to the enemy.
- (c) When two or more subjects mean the same person or thing, the verb should be singular; as, The celebrated general and the eminent statesman was an object of admiration.
- (d) Two or more subjects connected by or, or nor require a singular verb; as, This man or this woman is the responsible party.
- (e) When the subjects joined by or are of different persons or numbers, the verb should agree with the nearest; as, The man or the boys were mistaken; Either you or I am mistaken.
 - (f) The verb following a collective noun is singular

unless the individuals are made prominent; in this case the verb is plural.

Examples.—The cortes was allowed to extend a beneficial and protecting sway over the land. —Prescott.

The nobility of every denomination were entitled to a seat in the legislature.

—Prescott.

- (g) The verb should not be plural if a subject in the singular number has a plural noun connected with it as a modifier; as, The commander with more than fifty soldiers was killed in the first charge.
- (h) The subject of an infinitive is in the objective case. I desired him to do it. The infinitive has no person nor number.
- 27. Copulative Verbs are used to join something to the subject. A copulative verb and its subject do not make complete sense by themselves. A copulative verb is always followed by a noun or pronoun that means the same thing as the subject, or by an adjective that describes the subject.

The verb to be is generally a copulative verb, although not always. The following sentences indicate the uses of the copulative verb:

- 1. The man was president.
- 2. The man became superintendent.
- 3. The man was chosen general.
- 4. The man was elected president.
- 5. The man was made commander.
- 6. The man was named John.
- 7. The man was appointed inspector.
- 8. The man was styled Supreme Commander.

- 9. The man seemed sick.
- 10. He appeared cheerful.
- 11. He looked honest.
- 12. He stood high in scholarship.
- 13. The whole party arrived safe.
- 14. He tried to be king.
- 15. She blushed red.
- 16. She walked a queen.
- 17. He grew to be a man.
- 18. The sun shone bright.
- 19. The man was rendered helpless.
- 20. The sun was setting clear.
- 21. The soldier lay dead.
- 22. It sparkled bright and blue.
- 23. They ran wild.
- 24. This claims to be called a haunted chamber.

—Hawthorne.

- 25. The apple tastes sweet.
- 26. The man towered high above his associates.
- 27. His voice sounds harsh.
- 28. He was born a Reformer.
- 29. He lived a Pharisee.
- 30. He may be said to have been born a tinker.

—Macaulay.

- 31. He remained true to his convictions.
- 32. His occasional orations were esteemed models of smooth and flowing rhetoric.

 —Motley.
- 33. I was born an American, I live an American, and I shall die an American.
 - 34. All men are created equal.

28. A knowledge of a copulative verb is very important. It should be kept in mind that it is a copulative verb only that can have a predicate nominative after it; and that the noun or pronoun following a finite copulative verb must be in the nominative case. It is not an uncommon mistake for good writers to use the wrong case of pronouns in such a connection. The following are familiar examples:

Whom do men say that I am? I do not know whom it was.

When a clause containing a copulative verb is abridged by changing the verb to the infinitive mode and the subject to the objective case, the predicate noun or pronoun must be in the objective case.

Example.—I know that it is he.

ABRIDGED.—I know it to be him.

An adverb is often used incorrectly after a copulative verb instead of an adjective; as, She looks badly. In this sentence it is plain that the modifying word should describe the subject and not the manner of *looking*. It should be: She looks bad.

Note.—The verb to be is not copulative when it denotes mere existence. "He that cometh to God must believe that he is, and that he is a rewarder of them that diligently seek him." The last is is copulative: the first is is not copulative. When two verbs form a copula it is compound.

THE PARTICIPLE.

29. It has been stated in 22 and 23 that the perfect passive participle and the present active participle are used

in forming the passive and the progressive forms of the verb. Besides these, there are four distinct uses of the participle:

- 1. Noun alone.
- 2. Adjective alone.
- 3. Verb and adjective.
- 4. Verb and noun.
- 1. **Noun Alone:** The *falling* of the tree was heard a long distance.

In such instances the noun is usually preceded by the and followed by of.

The end is the well being of the people. The means are the *imparting* of moral and religious education; the *providing* of every thing necessary for defense against foreign enemies; the *maintaining* of internal order; the *establishing* of a judicial, financial, and commercial system, under which wealth may be rapidly accumulated and securely enjoyed.

—Macaulay.

2. **Adjective Alone:** He was pleased with the *confiding* spirit of the youth.

The difference between the soaring angel and the creeping snake was but a type of the difference between Bacon the philosopher and Bacon the Attorney General, Bacon seeking for truth, and Bacon seeking for the seals.

-Macaulay.

3. Verb and Adjective: They suffered greatly from fatigue, hunger, and watchfulness, encountering many perils, fording and swimming the numerous rivers

of the plains, toiling through the deep tangled forests, and clambering over the high and rocky mountains.

—Irving.

The Vengeance, uttering terrific shrieks and flinging her arms about her head like all the forty furies at once, was tearing from house to house, rousing the women.

—Dickens.

Opinions were still in a state of chaotic anarchy, intermingling, separating, advancing, receding.

-Macaulay.

Impeached, convicted, sentenced, driven with ignominy from the presence of his sovereign, shut out from the deliberations of his fellow-nobles, loaded with debt, branded with dishonor, sinking under the weight of years, sorrows, and diseases, Bacon was Bacon still.

—Macaulay.

Seizing this handful of straw with a death-grip, and bidding my three friends bury me honorably, I got upon my legs to save both countries; or perish in the attempt.

—Hawthorne.

4. **Verb and Noun:** I felt a hesitation about *plung-ing* into this muddy tide of human activity and pastime.

-Hawthorne.

A great part of courage is the courage of having done the thing before.

—Emerson.

Isabella was far from being shaken by these arguments.
—Prescott.

30. IRREGULAR VERBS.—

Present Ind.	Past Ind.	Perf. Participle.
Abide,	abode,	abode.
Am or be,	was,	been.
Arise,	arose,	arisen.
Awake,	awoke, awaked,	awaked.
Bear (to bring forth)	bore, bare,	born.
Bear (to carry),	bore,	borne.
Beat,	beat,	beat,) beaten.
Become,	became,	become.
Befall,	befell,	befallen.
Beget,	begot, (begotten, (
Begin,	began,	begun.
Behold,	beheld,	beheld.
Belay, R.*	belaid,	belaid.
Bend, R.	bent,	bent.
Bereave, R.	bereft,	bereft.
Beseech,	besought,	besought.
Bestride,	bestrode, (bestrid, (bestridden,) bestrid.
Bet, R.	bet,	bet.
Bid,	bade, bid,	bidden,) bid.
Bind,	bound,	bound.
Bite,	bit,	bit,) bitten.
Bleed,	bled,	bled.
Bless, R.	blest,	blest.
Blow,	blew,	blown.

^{*}Regular also.

Present Ind.	Past Ind.	Perf. Participle.
Break,	broke,	broken,
• "		broke.
Breed,	bred,	bred.
Bring,	brought,	brought. built.
Build, R.	built,	
Burn, R.	burnt,	burnt.
Burst,	burst,	burst.
Buy, Cast,	bought,	bought.
•	cast, caught,	
Catch, R.	caught,	caught.
Chide,	chid,	chid.
Choose,	chose,	chosen.
CHOOSE,	cleft,)	
Cleave (to split),	clove,	cleft, (
Cleave (10 spirit),	clave,	cloven.
Cleave (to adhere)	• •	
R.	'clave,	cleaved.
Cling,	clung,	clung.
Clothe, R.	clad,	clad.
Come,	came,	come,
Cost,	cost,	cost.
Creep,	crept,	crept.
	crowed,	crowed.
Crow,	crew,	crowed.
Cut,	Cut,	cut.
Dana	dared,)	dared.
Dare,	durst,	uareu.
Deal,	dealt,	dealt.
Dig, R.	dug,	dug.
Do,	did,	done.
Draw,	drew,	drawn.
Dream, R.	dreamt,	dreamt.
Dress, R.	drest,	drest.

		drunk.)
Drink,	drank,	drank.
Drive,	drove,	driven.
Dwell, R.	dwelt,	dwelt.
Eat,	ate,	eaten.
Fall,	fell,	fallen.
Feed,	fed,	fed.
Feel,	felt,	felt.
Fight,	fought,	fought.
Find,	found,	found.
Flee,	fled,	fled.
Fling,	flung,	flung.
Fly,	flew,	flown.
Forsake,	forsook,	forsaken.
Freeze,	froze,	frozen.
Engiaht	fraighted	freighted,)
Freight,	freighted,	fraught.
Get,	got,	got,
		gotten. \int
Gild, R.	gilt,	gilt.
Gird, R.	girt,	girt.
Give,	gave,	given.
Go,	went,	gone.
Grave, R.	$\operatorname{graved},$	graven.
Grind,	ground,	ground.
Grow,	grew,	grown.
Hang, R.	hung,	hung.
Have,	had,	had.
Hear,	heard,	heard.
Heave, R.	hove,	hove.
Hew, R.	hewed,	hewn.
Hide,	hid,	hid,
		⊢hidden. ∫
Hit,	hit,	hit.
Hold,	held,	held,
	noiu,	holden. \int

Hurt,	hurt,	hurt.
Keep,	kept,	kept.
Kneel, R.	knelt,	knelt.
Knit, R.	knit,	knit.
Know,	knew,	known.
Lade, R.	laded,	laden.
Lay,	laid,	laid.
Lead,	led,	led.
Lean, R.	leant,	leant.
Leap, R.	leapt,	leapt.
Learn, R.	learnt,	learnt.
Leave,	left,	left.
Lend,	lent,	lent.
Let;	let,	let.
Lie (to recline),	lay,	lain.
Light, R.	lit,	lit.
Lose,	lost,	lost.
Make,	made,	made.
Mean,	meant,	meant.
Meet,	met,	met.
Mow, R.	mowed,	mown.
Pay,	paid,	paid.
Pen (to inclose), R.	pent,	pent.
Put,	put,	put.
Quit, R.	quit,	quit.
Rap, R.	rapt,	rapt.
Read,	read,	read.
Rend,	rent,	rent.
Rid, R.	rid,	rid.
Ride,	rode,	ridden.
Dim a	rang,)	
Ring,	rung,	rung.
Rise,	rose,	risen.
Rive, R.	rived,	riven.
Run,	ran,	run.
Saw, R.	sawed,	sawn.

Say,	
See, Seek,	
Seethe, R	
Sell,	
Send,	
Set,	
Shake, Shape, R.	
Shave, R.	
Shear, R.	
Shed,	
Shine, R. Shoe,	
Shoot,	
Show, R.	
Shred,	
Shut, Sit,	
Sing,	
Sink,	
Sow, R.	
Slay,	
Sleep, Sling,	
Slink,	
Slit, R.	
Smell, R.	
Smite,	
Speak,	
Speed, R. Spell, R.	
Spell, K. Spend,	
Spona,	

said,
saw,
sought,
seethed,
sold,
sent,
set,
shook,
shaped,
shaved,
sheared,
shed,
shone,
shod,
shot,
shown,
$\operatorname{shred},$
shut
sat,
sung,)
sang, ∫
sunk, (
$\operatorname{sank}, \int$
sowed,
slew,
slept,
slung,
slunk,
slit,
smelt,
smote,
spoke,
$\operatorname{sped},$
spelt,
spent,

said. seen. sought. sodden. sold. sent. set. shaken. shapen. shaven. shorn. shed. shone. shod. shot. shown. shred. shut. sat. sung. sunk. sown. slain. slept. slung. slunk. slit. smelt. smitten,) smit. spoken. sped. spelt. spent.

Spill, R. Spin, Spit, Spit, Spoil, R. Spoil, R. Spread, Spring, Stand, Stave, R. Stay, R. Steal, Stick, Stick, Sting, Stink,	spilt, spun, spit, { spat, { spat, { split, spoilt, spread, sprang, { stood, stove, staid, stole, stuck, stung, stunk, stunk, { stank, { strode,	spilt. spun. spit. spit. split. spoilt. spread. sprung. stood. stove. staid. stolen. stuck. sturg. stunk.
Strike, String, Strive, Swear,	struck, strung, strove, swore, sware,	struck, stricken. strung. striven. sworn.
Sweat, R. Sweep, Swell, R. Swim, Swing, Take, Teach, Tear, Tell, Think,	sweat, swept, swelled, swam, swum, swum, took, taught, tore, told, thought,	sweat. swept. swollen. swum. swumg. taken. taught. torn. told. thought.

Thrive, R. Throw, Thrust,	thrived, threw. thrust,	thriven. thrown. thrust.
Tread,	trod,	trod, trodden.
Wax, R.	waxed,	waxen.
Wear,	wore,	worn.
Weave, R.	wove,	woven, wove.
Weep,	wept,	wept.
Wet, R.	wet,	wet.
Win,	won,	won.
Wind,	wound,	wound.
Work, R.	wrought,	wrought.
Wring,	wrung,	wrung.
Write,	wrote,	written.

ARTICLE XIV.

THE ADJECTIVE.

1. An **Adjective** is a word used to describe or qualify the meaning of a noun or pronoun; as,

The *tall* tree bends. The *good* man went home.

- 2. The is generally designated as the **Definite Article**, and A or An as the **Indefinite Article**. These are properly classed under the general head of adjectives.
- 3. Most adjectives vary their form to express different degrees of quality. There are three degrees of **Comparison**: Positive, Comparative, and Superlative.
- 4. The **Positive** degree expresses a simple quality; as, He is wise. The **Comparative** degree expresses the

quality in a higher or lower degree; as, He is wiser. The **Superlative** degree expresses the quality in the highest or lowest degree; as, He is the wisest.

5. Monosyllabic adjectives are generally compared by adding er or est to the positive form; as, tall, taller, tallest.

A few dissyllabic adjectives are compared in the same way; as, able, abler; happy, happier.

Polysyllabic adjectives are generally compared by placing more and most before the positive form; as, beautiful, more beautiful, most beautiful. A descending comparison is indicated by placing less and least before the positive; as, less able, least able.

6. Some adjectives are compared irregularly. The following are the most common:

Positive.	Comparative.	Superlative.
Good,	better,	best.
Bad,	worse,	worst.
Little,	less,	least.
Much,	more,	most.

7. The **Comparative** degree is used when two objects are compared; as, John is the *taller* of the two.

The **Superlative** degree is used when more than two objects are compared; as, John was the *tallest* boy in the crowd.

- 8. The ending *ish* indicates a degree of the quality less than the positive; as, *bluish*, *saltish*.
- 9. Some adjectives, from their very meaning, can not be compared; as, round, square, perfect, equal, etc. Some of these adjectives are written with the comparative and the superlative forms.

- 10. The omission of the article often changes the meaning of an expression. A black and white flag means one flag. A black and a white flag means two flags.
- 11. A is used before a consonant sound, and an before a vowel sound. An is used before a word beginning with h sounded, if the accent is not on the first syllable; as, an historical play.
- 12. The expression a few is used in contrast with none; few in contrast with many.
- 13. The word many may be used before a singular noun if the noun is preceded by a; as, Many a man was lost.
- 14. The adjectives this and that have plurals, these and those.

ARTICLE XV.

THE ADVERB.

- 1. An **Adverb** is a word used to qualify or modify a verb, adjective, or another adverb; as,
 - (1) She sings sweetly.
 - (2) She is very tall.
 - (3) She sings very sweetly.
 - 2. Adverbs may be divided into five general classes:
- a. Adverbs of *place;* as, here, there, up, down, thither, etc.
- b. Adverbs of time; as, then, now, always, presently, next.
 - c. Adverbs of manner; as, thus, truly, foolishly.
 - d. Adverbs of degree; as, scarcely, greatly, little, more.

- .3. Some adverbs can not be referred to either of these classes. Yes and no have been called responsives.
- 4. There is often an expletive adverb; that is, it is simply used to introduce a sentence, and has no qualifying force; as, There was a great fire.
- 5. While, when, where, before, and a few others, when used to introduce adverbial clauses, are called **Conjunctive Adverbs**.
- 6. The word *the* is often used with an adverb or adjective to form an adverbial phrase; as, The quicker the better.
 - 7. Many adverbs are compared.

A few are compared by adding er and est to the positive; as, soon, sooner, soonest.

Most adverbs are compared by placing more and most and less and least before the positive; as, happily, more happily, and most happily.

8. Some adverbs are compared irregularly. The following are those in most common use:

Positive.	- Comparative.	Superlative.
Ill, Badly,	worse,	worst.
Much,	more,	most.
Far,	farther,	farthest.
Well,	better,	best.

- 9. It is a common error to use the word most for almost; as, He is most (almost) there.
 - 10. For Relative Adverbs see Art. XI., 14.

ARTICLE XVI.

THE PREPOSITION.

- 1. A **Preposition** is a word that shows the relation between its object and the word modified by the phrase.
- 2. The following are some of the prepositions in most common use:

about,	before,	ere,	through,
above,	behi n d,	for,	till,
across,	below,	from,	to,
after,	beneath,	in,	toward,
along,	between,	of,	upon,
among,	but,	on,	with,
around,	by,	past,	within,
at,	down,	since,	without.
		an,*	

- 3. Between and betwixt are applicable to two objects; among and amongst to more than two objects.
- 4. Into is used after verbs that signify entrance. Notice the difference of meaning in these two sentences: He walked in the field; He walked into the field.

Note.—It requires the most discriminating judgment to use the correct preposition always. The dictionary should be constantly consulted on this point.

ARTICLE XVII.

THE CONJUNCTION.

1. A Conjunction is a word used to connect words phrases, or clauses.

^{*} Before whom.

- 2. **Connectives** in general may be divided into two main classes: *Coördinate* and *Subordinate*.
- 3. Coordinate Connectives are conjunctions that join elements of the same rank, that is, two or more nouns, two or more adjectives, etc.

Examples.—I saw the man and the woman; He learned to read and to write.

4. **Subordinate Connectives** are connectives that join subordinate clauses to principal clauses. They are Subordinate Conjunctions, Conjunctive Adverbs, and Relative Pronouns.

EXAMPLES.—He succeeds because he studies. I will go home when I am summoned. I saw the man whom you mentioned.

5. Certain conjunctions that are used in pairs are called **Correlative Conjunctions.** Some of the most common are: both, and; as, so; either, or; neither, nor; though, yet; not only, but also; whether, or.

It is important that the Correlative Conjunctions be next to the words that they join.

EXAMPLE.—He will not only write a letter, but also an essay. Letter and essay are the two words joined, and the sentence should be: He will write not only a letter, but also an essay.

6. A coördinate connective should not be used to join a relative clause to a principal clause.

EXAMPLE.—I sent you the book and which I trust will be satisfactory.

7. And is often placed between two finite verbs when the second verb should be an infinitive.

Example.—I will try and go.
I will try to go.

ARTICLE XVIII.

THE INTERJECTION.

An **Interjection** is a word used to express emotion. The most common interjections are: alas, hail, indeed, pshaw, fie, amen, etc.

ARTICLE XIX.

SYNTAX.

- 1. Syntax treats of the construction and the analysis of sentences.
- 2. A **Sentence** is a group of words making complete sense; as, The fear of the Lord is the beginning of wisdom.
- 3. Every sentence has a Subject and a Predicate. These are called the **Principal Elements**.
- 4. The **Subject** of a sentence is that of which something is asserted.
- 5. The **Predicate** is that which asserts something of the subject.
- 6. The **Subject** of a sentence is a noun or pronoun in the nominative case.

- 7. The **Predicate** is the verb alone, if the verb is not copulative. If there is a copulative verb in the sentence, the predicate is the adjective or noun that follows it.
 - 8. Examples:
 - 1. The man lived in London.
 - 2. The boy might have escaped.
 - 3. is the sign of addition.
 - 4. To err * is human.
 - 5. The clerk was considered honest.
 - 6. How he escaped is unknown.

In these examples the subjects of the sentences are $man, boy, -\mid -, to \ err, \ clerk, \ and \ how \ he \ escaped.$ The predicates are lived, $might\ have\ escaped$, sign, human, honest, and unknown. Is and $was\ considered$ are the copulas.

9. The **Grammatical Subject** is the simple subject.

The Logical Subject is the simple subject with all its modifiers.

The Grammatical Predicate is the simple predicate.

The **Logical Predicate** is the simple predicate with all its modifiers.

Example.—A man of integrity can be trusted at all times.

In this sentence man is the grammatical subject and can be trusted the grammatical predicate. The logical subject is a man of integrity, and the logical predicate is can be trusted at all times.

^{*} This is a noun as it is used.

Note.—A compound subject is formed by the union of two or more simple subjects. A compound predicate is formed by the union of two or more simple predicates.

10. Modifiers are words that modify or limit the meaning of other words. These are called Subordinate Elements.

Every sentence has the principal elements already mentioned. A sentence does not necessarily have subordinate elements.

- 11. **Subordinate Elements** are divided into three classes: *Adjective*, *Adverbial*, and *Objective*.
- 12. An **Adjective Element** is a word or group of words used to modify a noun or pronoun.

Adjective elements may be classified under five heads:

- 1. An Adjective or Participle; as, A good man has died.
- 2. A Noun in Apposition; as, Franklin, the great philosopher, has left an honored name.
- 3. A Noun in the Possessive; as, The man's house was burned.
- 4. A Phrase or an Infinitive; as, The nations of Europe have suffered from many wars.
 - 5. A Clause; as, A man who is honest can be trusted.
- 13. An **Adverbial Element** is a word or collection of words used to modify a verb, an adjective, or an adverb.

EXAMPLES.—The wind blew fariously; The road was very dangerous.

14. An **Objective Element** is the object of a transitive verb.

Examples.—Columbus discovered America.

The boy tries to learn.

I have read that those who listened to Lord Chatham felt that there was something finer in the man than any thing which he said.

—Emerson.

Note.—Distinguish carefully between an adverbial element and an objective element.

15. Elements are divided into three classes:

A single word is an element of the First Class.

A phrase or an infinitive is an element of the Second Class.

A clause is an element of the *Third Class*. See Art. XXII.

- 16. A phrase is a group of words that does not make complete sense; as, by and by; on the tree; in the road; to have gone, etc.
- 17. Independent Elements are words or expressions that are used with sentences, but do not form a part of them. They are generally nouns in the absolute case and interjections; as, The sun rising, the clouds dispersed.
- 18. Synthesis treats of the construction of sentences.

 Analysis treats of the separation of a sentence into

its parts.

ARTICLE XX.

SENTENCES.

1. There are four classes of sentences with respect to use: Declarative, Interrogative, Imperative, and Exclamatory.

- 2. A **Declarative Sentence** is used to make an assertion; as, *The man is working in the field*.
- 3. An Interrogative Sentence asks a question; as, Am I my brother's keeper?
- 4. An **Imperative Sentence** expresses a command or exhortation; as, *John*, *shut the door*.
- 5. An Exclamatory Sentence expresses deep emotion, or is an exclamation of some kind; as, How sad is the case! Bacon far behind his age! —Macaulay.

Note.—In an exclamatory sentence, the subject or predicate is often omitted.

- 6. In a **Direct Quotation** the exact words of another are used; as, "I will go home," said the man, "some time this afternoon."
- 7. In an **Indirect Quotation** the thought of another is expressed without using the exact words; as, The man said that he would go home this afternoon.

Note.—Notice that in an indirect quotation the pronoun may be changed to a different person and the verb to a different mode and tense.

8. An Implied Question, or Indirect Question, occurs as a clause of a sentence.

Examples.—I do not know who he is.

I do not know where he went.

I can not find out whether he will do the work or not.

These statements *imply* that the above questions have been asked, or have arisen in one's mind.

See Art. XII.

ARTICLE XXI.

- 1. There are three classes of sentences with respect to form: Simple, Complex, and Compound.
- 2. A Simple Sentence contains one statement or proposition; as, The cold winds blow.

There may be two or more subjects, or two or more predicates. These elements are then compound.

Examples.—The boy and the girl went home.

The boy went and studied his lesson.

3. A Complex Sentence contains a clause as one of its elements.

Examples.—The man who studies will succeed.

I will go home while I have the opportunity.

The man said that he had finished his work.

See Art. XXII.

4. A **Compound Sentence** consists of two or more simple or complex sentences; as, A man may play the fool in the drifts of a desert, but every grain of sand shall seem to see.

—Emerson.

ARTICLE XXII.

SUBORDINATE CLAUSES AND COMPLEX SENTENCES.

(1) A Clause is a sentence within a sentence. It has a subject and a predicate, but it can not always stand alone. In the sentence, The boy studies that he may learn, the expression—The boy studies—is called the Principal Clause or Independent Clause. It may stand alone. The expression—that he may learn—

is called the Subordinate Clause or Dependent Clause. It can not stand alone.

(2) A complex sentence can not be fully understood without a clear idea of subordinate clauses.

Subordinate Clauses may be divided into three classes:

- (a) Adverbial.
- (b) Relative.
- (c) Substantive.
- (3) Adverbial Clauses may be divided into seven classes:
 - I. Temporal; denoting time.
 - II. Conditional; expressing a condition.
 - III. Concessive; denoting a concession.
 - IV. Causal; denoting cause.
 - V. Local; denoting place.
 - VI. Comparative; expressing { 1. Degree. 2. Manner.
 - VII. Final; expressing { 1. Purpose. 2. Result.

Note.—These classes may easily be expanded to nine or reduced to five. It should be kept in mind that many of the *temporal* clauses and most of the *local* clauses are not adverbial, but relative. See Art. XI., 14. In many cases a clause expresses two ideas at the same time as cause and time.

EXAMPLES OF ADVERBIAL CLAUSES.

I.

TEMPORAL.

While there is a single guilty person in the universe,

each innocent one must feel his innocence tortured by that guilt.

—Hawthorne.

When nature removes a great man, people explore the horizon for a successor.

—Emerson.

II.

CONDITIONAL.

If you will not rise to us, we can not stoop to you.

-Ruskin.

If we think of glory in the field, of wisdom in the cabinet, of the purest patriotism, of the highest integrity, of morals without a stain, of religious feelings without intolerance and without extravagance, the august figure of Washington presents itself as the personation of all these ideas.

—Webster.

If the power to do hard work is not talent, it is the best possible substitute for it.

—Garfield.

Would you desire at this day to read our noble language in its native beauty, picturesque from idiomatic propriety, racy in its phraseology, delicate yet sinewy in its composition, steal the mail-bags and break open all the letters in female writing.

—De Quincey.

III.

CONCESSIVE.

I am not solitary whilst I read and write, though nobody is with me.

—Emerson.

IV.

CAUSAL.

She seems to have written about the Elizabethan age,

because she had read much about it; she seems, on the other hand, to have read a little about the age of Addison, because she had determined to write about it.

-Macaulay's opinion of Miss Aikin.

Note.—This is a fine example of a vigorous compound sentence. Each member, however, is complex and contains a causal clause.

V.

LOCAL.

The soldier lay where he fell.

VI.

COMPARATIVE.

We know better than we do.

—Emerson.

A forced smile is uglier than a frown.

—Hawthorne.

A man is not bound to be a politician any more than he is bound to be a soldier.

—Macaulay.

VII.

FINAL.

The soul environs itself with friends that it may enter into a grander self-acquaintance or solitude.

-Emerson.

The heroic couplet was then the favorite measure. The art of arranging words in that measure so that the lines may flow smoothly, that the accents may fall correctly, that the rhymes may strike the ear strongly, and that there may be a pause at the end of every distich, is an art

as mechanical as that of mending a kettle or shoeing a horse, and may be learned by any human being who has sense enough to learn.

—Macaulay.

To Columbus God gave the keys that unlock the barriers of the ocean, so that he filled christendom with his glory.

—Bancroft.

(4) **Relative Clauses** are always subordinate. See Art. XI.

EXAMPLES.

Each people that has disappeared, every institution that has passed away, has been but a step in the ladder by which humanity ascends towards the perfecting of its nature.

—Bancroft.

Sleeping or waking, we hear not the airy footsteps of the strange things that almost happen. —Hawthorne.

He who can take advice is sometimes superior to him who can give it.

—Von Knebel.

- (5) Substantive Clauses may be divided into four classes:
 - I. Clause as a Subject.
 - II. Clause as a Predicate.
 - III. Clause as an Object.
 - IV. Clause in Apposition with some word.

I.

CLAUSE AS SUBJECT.

That God rules in the affairs of men is as certain as any truth of physical science.

—Bancroft.

That a historian should not record trifles, is perfectly true.

—Macaulay.

II.

CLAUSE AS PREDICATE.

The truth evidently is that the Court did not venture to support Bacon, because he could not prove his innocence.

—Macaulay.

III.

CLAUSE AS OBJECT.

Shakespeare knew that tradition supplies a better fable than any invention can.

—Emerson.

IV.

APPOSITIVE CLAUSES.

With Subject: The confidence that one can succeed is half the battle.

With Predicate: Our opinion is this: that Barère approached nearer than any person mentioned in history or fiction, whether man or devil, to the idea of consummate and universal depravity.

—Macaulay.

With Object: When a true genius appears in the world, you may know him by this infallible sign, that the dunces are all in confederacy against him. —Swift.

Note.—Frequently the word it represents a clause that is really the subject; as, It is a comfortable thought that the smallest and most turbid mud-puddle contains its own picture of heaven.

—Hawthorne.

ARTICLE XXIII.

MARKS OF PUNCTUATION.

The following are the most common marks of punctuation:

- . Period.
- , Comma.
- ; Semicolon.
- : Colon.
- ? Interrogation Point.
- ! Exclamation Point.

- ' Apostrophe.
- " Quotation Marks.
 - Hyphen.
- () Parenthesis.
- Brackets.
- Dash.

ARTICLE XXIV.

THE PERIOD.

A Period is used:

- 1. After every declarative or imperative sentence.
- 2. After every abbreviated word.
- 3. After Roman numerals.

EXAMPLES.

Rev. Howard Crosby, D. D., LL. D., is a distinguished preacher.

Charles I., King of England, was beheaded by Cromwell.

Note.—The same mark is used extensively in numbers, but it is then called a decimal point.

ARTICLE XXV.

USES OF THE COMMA.

1. Every noun in the absolute case by direct address must be set off from the rest of the sentence by a **Comma** or by **Commas.**

Example.—Father, I thank you for your kindness.

2. The comma is used after each of a series of words, phrases, or clauses excepting the last.

EXAMPLE.—The colleges, the clergy, and the lawyers were against us.

3. A noun in apposition with another noun is usually separated by commas.

Example.—He admired Thomas Jefferson, the accomplished scholar.

Note.—If the noun in apposition is modified by an article only, the commas may not be used.

4. When an adverbial clause precedes the principal clause, it must be separated by a comma.

Example.—When the service was at an end, I was curious to witness the several exits of my groups.

Note.—An adverbial clause is separated by a comma when it comes last, unless it is very short and closely connected with what precedes it.

5. A participial or adjective phrase coming some distance from the word it modifies is separated from the rest of the sentence by a comma.

EXAMPLE. — Haughtily waving her hand, Miriam rejoined her friends. —Hawthorne.

6. A participial or adjective phrase coming next to the

word it modifies is not separated by a comma if it is an essential part of the sentence; if it is simply parenthetical, it is separated.

EXAMPLE.—Skirting further round the pasture, I heard voices and much laughter proceeding from the interior of the wood.

—Hawthorne.

The pie is an English institution, which, planted on American soil, ran rampant and burst forth into an untold variety of genera and species. —Mrs. Stowe.

7. A noun in the absolute case with a participle must be separated from the rest of the sentence by a comma.

EXAMPLE.—The orator spoke with great power, the audience paying the closest attention.

8. Parenthetical expressions and expressions inserted out of their usual place are generally separated from the rest of the sentence by commas.

Example.—He lived, it is said, to be a very old man.

9. A relative clause, if restrictive, that is, essential to the sense, is not separated by commas. If not restrictive, it must be separated by commas.

EXAMPLE.—Professor Webster, who by the way stood high as a scholar, was the man that killed Doctor Parkman.

"His stories, which made everybody laugh, were often made to order."

10. A comma should be placed before a direct quotation if short.

See Art. XXVII.

11. A substantive clause following the verb to be is

generally separated from the rest of the sentence by a comma; as, Our opinion is, that he can never succeed.

- 12. A comma must follow as introducing an illustration. See 11.
- 13. A comma must often be inserted to indicate whether a word modifies what precedes or what follows it.
- 14. The following adverbial expressions are usually separated by commas: in short, in truth, for instance, as it were, no doubt, finally, in like manner, as it appears, namely, etc. The words, however, now, then, too, and indeed, when used as strict adverbs, are not separated by commas. When they refer to something that precedes, and in some sense have the force of conjunctions, they must be separated by commas.

EXAMPLES.—We must not conclude, however, that all men are dishonest; However wise a man may be, he knows comparatively little.

ARTICLE XXVI.

THE SEMICOLON.

The Semicolon has three common uses:

1. It is used before as, namely, etc., introducing an example.

Example.—A proper noun is the name of some particular person or place; as, Cleveland, Washington.

2. It is used to separate clauses and phrases that contain commas.

EXAMPLES.

Sect impeaches and weakens sect; communion, communion; scholar, scholar. Even congregation rivals congregation.

—R. D. Hitchcock.

An inevitable dualism bisects nature, so that each thing is a half and suggests another thing to make it whole; as, spirit, matter; man, woman; odd, even; subjective, objective; in, out; upper, under; motion, rest; yea, nay.

—Emerson.

From his life and works we obtain the impression that he was a glutton, and an ascetic; a spendthrift, and a miser; a misanthrope, and a cosmopolite; an aristocrat, and a radical; an infidel, and a believer; a debauchee, and a mystic; a cynic, and a sentimentalist; a foul libeller of his species, and an eloquent defender of its rights, and a more eloquent mourner over its wrongs; bewailing and denouncing the literary revolution which made his own writings popular; pandering to a public which he despised; pilfering from authors whom he ridiculed; lashing his own bosom sins when committed by others; in short, a man continually busy in giving the lie to his thoughts, opinions, tastes, and conduct.

-Whipple on Byron.

3. It is also used to separate clauses not very closely connected. The members composing a series of clauses or phrases are generally separated by semicolons.

EXAMPLE.

The notice which you have been pleased to take of my labors, had it been early, had been kind; but it has been

delayed till I am indifferent and can not enjoy it; till I am solitary and cannot impart it; till I am known and do not want it.

—Johnson to Chesterfield.

Note.—Much liberty is allowed in the use of the semicolon. Some writers use periods or semicolons to separate clauses where other writers would use commas.

The following is a paragraph from Tourgee:

"The epoch of haste had not come. The sun rose quietly and set at leisure. A day's journey was a serious matter. The canvas-covered wagon was the ark of trade. The saddle was the emblem of speed. Men slept yet in their beds. The day began with the dawn and not with the train's arrival."

Note.—The semicolon would be admissible instead of the period in the above.

ARTICLE XXVII. THE COLON.

The **Colon** is used to introduce a direct quotation if not very short; and it is used after such words as indicate that a number of items are to follow. See Art. XXV., 10.

EXAMPLES.

Holmes says: "Sin has many tools, but a lie is the handle that fits them all."

The man promised to meet his patrons on the following days: Mondays, Wednesdays, and Saturdays.

We hold these truths to be self-evident: that all men

are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness.

Note.—A colon is used between the name of the place of publication and the name of the publisher. New York: Harper Brothers. Clauses are sometimes separated by colons where they are subdivided by semicolons.

ARTICLE XXIX.

INTERROGATION POINT.

The **Interrogation Point** is used after every direct question; as, Is life so dear, or peace so sweet, as to be purchased at the price of chainsand slavery?

—Henry.

An Implied Question does not take an interrogation point after it, as, He could not find out who did it.

ARTICLE XXX.

EXCLAMATION POINT.

The **Exclamation Point** is used after interjections, and words, phrases, and clauses that express deep emotion, wonder, etc.

Hark! heard ye not that sound? O that I had wings like a dove!

Note.—Oh properly expresses surprise, woe, etc., and is followed by the exclamation point. O is used for the

sign of address and before an exclamatory expression. It does not have the exclamation point after it.

ARTICLE XXXI.

THE APOSTROPHE.

The Apostrophe has three uses:

- 1. It is used to denote the possessive case of nouns.
- 2. It is used to indicate the omission of one or more letters.
 - 3. It is used to denote the plural of letters, figures, etc.

EXAMPLES.

This is John's book.

'Tis curious that we only live as deep as we live.

-Emerson.

He sees a distracting choice of No. 8's.

—De Quincey.

ARTICLE XXXII.

QUOTATION MARKS.

Quotation Marks should enclose the language of another; as, Holmes says: "Our brains are seventy-year clocks. The Angel of Life winds them up once for all, then closes the case, and gives the key into the hand of the Angel of the Resurrection."

A quotation within a quotation is enclosed with single quotation marks '.'.

Note.—Quotation marks are not used if the author's name is placed at the end of the passage quoted.

ARTICLE XXXIII.

THE HYPHEN.

The **Hyphen** is used between the parts of a compound word, to separate words into syllables, and at the end of a line when a word is divided.

Note.—When a part of a word is carried to another line, a syllable must never be divided.

ARTICLE XXXIV.

THE PARENTHESES AND BRACKETS.

The **Parentheses** and **Brackets** are used to enclose something not essential to the sense. Their use is not so common as formerly. Brackets are also used to enclose an expression inserted in a quotation; as, The black and [the] white squares.

—Holmes.

ARTICLE XXXV.

THE DASH.

The **Dash** is used when there is a sudden break in the sentence; when a part of a word is omitted; before the name of an author when it is used at the end of a quotation; between two numbers of a series, showing that those intervening are included; to separate a parenthetical expression.

EXAMPLES.

Was there ever—But I scorn to boast.

Mr. E ____n has been chosen.

If you have the consciousness of genius, do something to show it. -Holmes.

He accomplished the work during the years 1861-65.

When he arrives,—and he will probably arrive soon,—he will do the work.

Note.—In connection with a comma the dash is used to indicate apposition.

ARTICLE XXXVI.

There are a few other marks of punctuation.

- 1. An Index points out something of importance.
- 2. The Asterisk*, Dagger†, Double Dagger‡, Parallels||, Paragraph¶, letters, and figures point to notes at the margin or bottom of the page.
- 3. The **Paragraph** ¶ denotes the beginning of a new subject.
 - 4. The **Brace** } connects words.
- 5. The **Caret** \land is used in writing to insert what has been omitted by mistake.

The boy has studied grammar.

. 6. The **Dieresis** ·· shows that the vowel over which it is placed is not connected in sound with the preceding vowel; as, coöperate.

ARTICLE XXXVII.

CAPITAL LETTERS.

The following are the common uses of Capital Letters:

- 1. The first word of every sentence.
- 2. The first word of every line of poetry.
- 3. The first word of every complete direct quotation.
- 4. Names and titles of the *Deity*. Pronouns referring to the Deity, when the name of the Deity is not expressed, must begin with capitals. Other pronouns referring to the Deity may or may not begin with capitals.
- 5. Proper names and adjectives derived from proper names. These include names of streets; names of the months; days of the week and noted days,—Decoration Day, etc.; names of political parties, religious sects, etc.

Note.—The names of the seasons should not begin with capitals. East, west, north, and south should commence with capitals when they refer to different sections of the country. They should not begin with capitals when they simply mean direction.

6. Titles of honor or respect should commence with capitals when they are applied to particular persons.

EXAMPLE.—A professor is not necessarily a learned man, but Professor Whitney is a learned man.

Note.—On the same principle many names must begin with capitals when they refer to particular institutions, etc.

Example.—A college is generally a blessing to the

community in which it is situated; Yale College is a blessing to the whole country.

- 7. The pronoun I and interjection O.
- 8. The first word of items enumerated in a formal manner should begin with a capital; as,

Three volumes of Shakespeare,

Two volumes of Milton,

One copy of Lowell.

9. The name of an object personified; as, "On his crest sat Horror plumed."

Note.—In advertisements, titles of books, etc., capital letters are used frequently to call special attention to words.

ARTICLE XXXVIII.

ORTHOGRAPHY.

- 1. **Orthography** treats of letters, syllables, spelling, sounds of letters, etc.
 - 2. Orthoepy treats of the pronunciation of words.
 - 3. A Letter is a character used to represent a sound.
- 4. A **Syllable** is a letter or combination of letters that can be pronounced by a single impulse of the voice.
 - 5. A Word is a syllable or a combination of syllables.

RULES FOR SPELLING.

Rule I.—Words ending in e silent drop that letter upon the addition of a syllable beginning with a vowel; as, love, loving, lovable, excuse, excusable.

Exception I.—The e is retained when its omission will change the *pronunciation* of the word.

Note.—This will occur when the e is preceded by c or g and the suffix begins with some other vowel than e. Examples: change, changeable; service, serviceable; manage, manageable. If the e should be dropped in the above words, the c and g would become hard and the pronunciation would be changed.

Note.—The pronunciation is changed in the word practicable.

Exception II.—The *e* is retained when its omission will change the *meaning* of the word.

Examples.—Dyeing, singeing, tingeing, swingeing, springeing.

Exception III.—The *e* is retained when its omission will change the *appearance* of the original word materially.

Examples.—Shoeing, hoeing, toeing, mileage, ageing, eyeing, canoeing, seineing, acreage, vieing, hieing.

Note.—The spelling of ageing, eyeing, vieing, and hieing is in a transition state. Most dictionaries give y instead of ie in the last two words.

Seineing and canoeing have gained a place in our language.

Rule II.—Monosyllables and words of two syllables accented on the last syllable, ending in a single consonant preceded by a single vowel, double that consonant upon the addition of a syllable beginning with a vowel.

EXAMPLES.—Cram, cramming; sin, sinned; mad, maddest, etc.

ARTICLE XXXIX.

KEY TO PRONUNCIATION.

VOWELS.

1. The long sound of a letter is indicated by the macron, a straight line placed over it; as, gāte.

The short sound of a letter is indicated by the breve, a curve placed over it; as, făt.

A.

- ā, long, as in, fāte, māke.
- ă, short, as in, făt, căt.
- ä, Italian, as in, färm, fäther.
- a, broad, as in, ball, fall.

OCCASIONAL SOUNDS.

- å, short Italian, as in, åsk, dånce.
- a, broad sound shortened, as in, what, wander.

This is the same as the short sound of o found in not.

Note.—Most writers claim that a has another sound in such words as âir, pâir, shâre. This is really the short sound of a modified by the r that follows it.

- 2. E.
- ē, long, as in, mē, mēte, pēace.
- ě, short, as in, mět, ěnd, lěopard.
- e, like long ā, as in, they, eight, rein.
- ê, as in, ere, thêre, whêre.

This is the modified sound of a short heard in a ir, share.

Note.—It is claimed that e in such words as prefer, ermine, verge, and i in such words as irksome, virgin,

thirsty, is different in sound from u in urge. Does one educated person in a thousand make any distinction?

3. I.

ī, long, as in, mīce, īce.

ĭ, short, as in pĭn, sĭn, tĭn.

i, like long e, as in, mach ine, police.

For another sound of i, see note on 2. Read the statements in the larger dictionaries and notice the practice of the most cultivated speakers.

4. o.

ō, long, as in, ōld, bōld, tōld,

ŏ, short, as in, nŏt, ŏdd, rŏd.

 \dot{o} , like short u, as in, done, son.

o, like long oo, as in, do, move.

o, like short oo, as in, bosom, wolf.

ô, like broad a, as in, ôrder, fôrm.

ōō, long, as in, mōōn, foōd.

∞, short, as in, w∞l, f∞t.

5. U.

ū, long, as in, tūbe, ūse, fūture.

ŭ, short, as in, tŭb, ŭs, bŭt.

u, like short oo, as in, bull, pull.

After r the letter u has the sound of \overline{oo} as in rude.

Note.—It is claimed that u has another sound in such words as $\hat{u}rge$, $\hat{b}urn$, $\hat{p}url$. It is really the short sound of u very slightly modified by the r that follows it.

Y.

 \bar{y} , long, as in, $t\bar{y}pe$, $fl\bar{y}$.

ÿ, short, as in, nÿmph, lyric.

Y has another sound in such words as myrrh, myrtle.

Note.—Let the critical student of English notice the pronunciation of the following words: mirth, verge, myrrh, burn. Are the vowel sounds the same?

W as a vowel has the long sound of u as in new, view, stew. If the letter r precedes it, it has the sound of \overline{oo} , as in crew, shrew.

W is a consonant at the beginning of a syllable.

8. *I* is a consonant in such words as union, onion, seraglio.

U is a consonant after q and in a number of other words; bivouac, desuetude, etc.

Y is a consonant at the beginning of a syllable.

- 9. A **Diphthong** is the union of two vowels in one sound. There are two diphthongal sounds each represented by two combinations.
 - 1. Oi, oy; as, boil, boy, coy.
 - 2. Ou, ow; foul, fowl, now.
- 10. A **Digraph** is a combination of two vowels only one of which is sounded; as, *ea* in head.
- 11. A **Trigraph** is a combination of three vowels only one of which is sounded; as, *iew* in view.

CONSONANTS.

12. ç, soft, like sharp s, as in, çent, çede.
e, hard, like k, as in, eat, eall.
ch, unmarked, as in, child, much.
eh, hard, like k, as in, ehorus.
çh, soft, like sh, as in, çhaise, maçhine.
g, hard, as in, ğet, beğan, ğoat.

g, soft, like j, as in, ġem, enġine.
s, sharp (unmarked), as in, yes, dense.
s, soft, like z, as in, has, dogs.
th, sharp (unmarked), as in, thing, breath.
th, flat, as in, thine, smooth, baths.
ng (unmarked), as in, sing, single.
n, as in, linger, link, uncle.
x, like gz, exist, example.

Note.—C has the soft sound before e, i, and y except in the words sceptic and scirrhus and their derivatives. It is hard before all other letters except in a few words from other languages; as, façade.

The character used to indicate the soft sound of c is called a cedilla. C has sound of z in sacrifice, suffice, etc.

G is often (not always) soft before e, i, and y. It is soft before a in one word— \dot{g} aol. It is hard in all other places except in a few words at the end of a syllable when it can not unite with the following letter; as judgment, acknowledgment, abridgment, and lodgment.

ARTICLE XL.

PARSING.

Parsing consists in classifying the parts of speech, in giving their properties, and in indicating their relation to other words.

MODEL FOR DIAGRAMING.

She seems to have written about the Elizabethan age, because she had read much about it; she seems, on the other hand, to have read a little about the age of Addison, because she had determined to write about it.

-Macaulay. Pred. \ had determined \ to write \ about it about it. about age } Elizabethan Sub. \ she pecause pecause to have written seems Pred. \ seems She Sub. Pred. Sab. Sentence. Complex Complex Sentence. Declar. Declar. Sentence.

The accompanying diagram gives all that is necessary

to know on the subject. A certain amount is profitable. To make it the work of a term is not wise.

MODEL FOR PARSING NOUNS.

Note.—The words parsed are taken for the sentence diagramed.

Addison prop. n.,
mas. gen.,
third per.,
sing no.,
obj. case,
object of prep. of.

Note.—It is better that all parsing be written. Students are thus drilled in punctuation, neatness of work, etc. In parsing nouns the most important thing is the government of the word, that is, its case and the reason for it. No set rules have been given to be memorized. Let the students study Arts. V., VI., VII., and VIII., carefully and fix in mind the uses of the cases.

MODEL FOR PARSING PRONOUNS.

MODEL FOR PARSING VERBS.

reg. int. v.,
p. p. seem, seemed, seemed,
ind. m.,
pres. tense,
conjugated
third per.,
sing no.,
agrees with sub. she.

Note.—Person and number do not change many forms of the verb. Let pupils understand which these are.

to have written inf. mode,
past. perf. tense,
depends upon seems.

Note.—A verb in the infinitive mode has no person and number. It depends on a verb, noun, or adjective generally, and this fact should be stated. When an infinitive is a noun, it must be parsed as any other noun.

MODEL FOR PARSING PREPOSITIONS.

about | prep.,
shows relation between
age and to have written, }
governs age.

MODEL FOR PARSING CONJUNCTIONS.

because | subor. conj.,
joins subor. clause
with prin. clause.

Sentence.—Having admired the beautiful flowers, they returned speedily to their homes.

MODEL FOR PARSING ADJECTIVES.

beautiful adj., beautiful, more beautiful, most beautiful, belongs to flowers.

MODEL FOR PARSING ADVERBS.

 $\begin{array}{c|c} \text{speedily} & \text{adv.,} & \text{speedily,} \\ \text{compared} & \text{more speedily,} \\ \text{most speedily,} \\ \text{modifies returned.} \end{array}$

MODEL FOR PARSING PARTICIPLES.

description of the comp. act. part. from admire, p. p. admire, admired, admired, used as adj. and v.; as adj. belongs to they, as verb trans.

Sentence.—He was fond of reading good books.

pres. act. part. from read, p. p. read, read, read, used as noun and verb,

reading neu. gen., sing no., obj. case, obj. of of; as verb trans.

Note.—Participles have no subjects, and, therefore, have neither person nor number in their verbal sense. Participles used as nouns alone or adjectives alone may be parsed as those parts of speech.

ARTICLE XLI.

SUGGESTIVE SUBJECTS FOR ANALYSES AND FOR ESSAYS.

PART I.

A Picnic.

A Day on the River.

A Day on the Lake.

A Visit to the Country.

A Visit to the City.

A Visit from Friends.

How I spent Thanksgiving Day.

How I spent Christmas.

How I spent the Fourth of July.

Winter Sports.

Skating.

Coasting.

Hunting.

Summer Sports.

Boating.

A Fishing Excursion.

The Life of a Farmer.

The Life of a Lawyer.

The Life of a Minister.

City Life.

Country Life.

Sketch of some man you are acquainted with.

My Pets.

Horse-back Riding.

PART II.

FOR REVIEW OR REPRODUCTION.

John Gilpin.

Legend of Sleepy Hollow.

Rip Van Winkle.

The Widow and Her Son.

The Pride of the Village.

Other selections from Sketch Book.

The Gentle Boy.

Mr. Higginbotham's Catastrophe.

David Swan.

The Seven Vagabonds.

Other Selections from Twice-Told Tales.

Cotter's Saturday Night.

Essays of Elia.

Evangeline.
Miles Standish's Courtship.
Ride of Paul Revere.

PART III.

HISTORICAL AND LITERARY SUBJECTS.

Battle of Lexington. Battle of Bunker Hill. Benedict Arnold. Execution of Major Andre. Discovery of America. Perseverance of Columbus. Injustice to Columbus. Religious Liberty in the Colonies. Jefferson as a Scholar. Jefferson the Statesman. Boyhood of Washington. Washington the Soldier. Washington as President. Home-life of Washington. Constitutional Period. Duel between Hamilton and Burr. Trial of Burr for Treason. Annexation of Florida. Annexation of Louisiana. Annexation of Texas. Henry Clay the Orator. Henry Clay the Statesman. Daniel Webster the Orator. Daniel Webster the Statesman.

Webster's Character.

LaFayette.

LaFayette's visit to America in 1824.

The Story of the Acadians

The Boyhood of Franklin.

Franklin the Philosopher.

Franklin's Influence.

July 4, 1826.

The First Steamboat.

Inventions—Are they injurious to the laboring man?

The Magnetic Telegraph.

The Atlantic Cable.

The Press.

Washington Irving as a Public Officer.

Irving as a Descriptive Writer.

Irving as an Historian.

Irving as a Humorist.

The Pathos of Irving.

Irving's Influence in the field of letters.

Hawthorne as a Moralist.

The Mysterious in Hawthorne.

Macaulay as an Historian.

Macaulay's Theory of Poetry.

MEMORY GEM.

THE THREE SONS.

I have a son, a little son, a boy just five years old,
With eyes of thoughtful earnestness, and mind of gentle
mould.

They tell me that unusual grace in all his ways appears,

That my child is grave and wise of heart beyond his childish years.

I cannot say how this may be; I know his face is fair—

And yet his chiefest comeliness is his sweet and serious air;

I know his heart is kind and fond; I know he loveth me; But loveth yet his mother more with grateful fervency.

But that which others most admire, is the thought which fills his mind,

The food for grave inquiring speech he everywhere doth find.

Strange questions doth he ask of me, when we together walk;

He scarcely thinks as children think, or talks as children talk.

Nor cares he much for childish sports, dotes not on bat or ball,

But looks on manhood's ways and works, and aptly mimics all.

His little heart is busy still, and oftentimes perplext

With thoughts about this world of ours, and thoughts about the next.

He kneels at his dear mother's knee; she teacheth him to pray;

And strange, and sweet, and solemn then are the words which he will say.

Oh! should my gentle child be spared to manhood's years to me,

A holier and a wiser man I trust that he will be;

And when I look into his eyes, and stroke his thoughtful brow,

I dare not think what I should feel, were I to lose him now.

I have a son, a second son, a simple child of three;

I'll not declare how bright and fair his little features be, How silver sweet those tones of his when he prattles on

my knee;

I do not think his light-blue eye is, like his brother's, keen,

Nor his brow so full of childish thought as his hath ever been;

But his little heart's a fountain pure, of kind and tender feeling;

And his every look's a gleam of light, rich depths of love revealing.

When he walks with me, the country folk, who pass us in the street,

Will shout for joy, and bless my boy, he looks so mild and sweet.

A playfellow is he to all; and yet, with cheerful tone,

Will sing his little song of love, when left to sport alone.

His presence is like sunshine sent to gladden home and hearth,

To comfort us in all our griefs, and sweeten all our mirth.

Should he grow up to riper years, God grant his heart may prove

As sweet a home for heavenly grace as now for earthly love;

- And if, beside his grave, the tears our aching hearts must dim,
- God comfort us for all the love which we shall lose in him.
- I have a son, a third sweet son; his age I cannot tell,
- For they reckon not by years and months where he has gone to dwell.
- To us, for fourteen anxious months, his infant smiles were given;
- And then he bade farewell to earth, and went to live in Heaven.
- I cannot tell what form is his, what looks he weareth now,
- Nor guess how bright a glory crowns his shining seraph brow.
- The thoughts that fill his sinless soul, the bliss which he doth feel,
- Are numbered with the secret things which God will not reveal.
- But I know (for God hath told me this) that he is now at rest,
- Where other blessed infants be, on their Savior's loving breast.
- I know his spirit feels no more this weary load of flesh,
- But his sleep is blessed with endless dreams of joy for ever fresh.
- I know the angels fold him close beneath their glittering wings,
- And soothe him with a song that breathes of Heaven's divinest things.
- I know that we shall meet our babe, (his mother dear and I,)

- Where God for aye shall wipe away all tears from every eye.
- Whate'er befalls his brethren twain, his bliss can never cease;
- Their lot may here be grief and fear, but his is certain peace.
- It may be that the tempter's wiles their souls from bliss may sever;
- But, if our own poor faith fail not, he must be ours for ever.
- When we think of what our darling is, and what we still must be—
- When we muse on that world's perfect bliss, and this world's misery—
- When we groan beneath this load of sin, and feel this grief and pain—
- Oh! we'd rather lose our other two, than have him here again.

—John Moultrie.

MEMORY GEM.

A WOMAN'S QUESTION.

1.

Do you know you have asked for the costliest thing Ever made by the hand above—

A woman's heart and a woman's life And a woman's wonderful love?

2.

Do you know you have asked for this priceless thing As a child might ask for a toy, Demanding what others have died to win, With the reckless dash of a boy?

3.

You have written my lesson of duty out,
Manlike you have questioned me—
Now stand at the bar of my woman's soul,
Until I shall question thee.

4.

You require your mutton shall always be hot,
Your socks and your shirts shall be whole;
I require your heart to be true as God's stars,
And pure as heaven your soul.

5.

You require a cook for your mutton and beef, I require a far better thing;

A seamstress you're wanting for stockings and shirts, I look for a man and a king.

6.

A king for a beautiful realm called home,
And a man that the maker, God,
Shall look upon as he did the first,
And say, "It is very good."

7.

I am fair and young, but the rose will fade
From my soft, young cheek one day—
Will you love me then, 'mid the falling leaves,
As you did 'mid the bloom of May?

8.

Is your heart an ocean so strong and deep
I may launch my all on its tide?
A loving woman finds heaven or hell,
On the day she is made a bride.

9.

I require all things that are grand and true,
All things that a man should be;
If you give this all, I would stake my life
To be all you demand of me.

10.

If you cannot be this—a laundress and cook
You can hire with little to pay:
But a woman's heart and a woman's life
Are not to be won that way.

—Elizabeth Barrett Browning.



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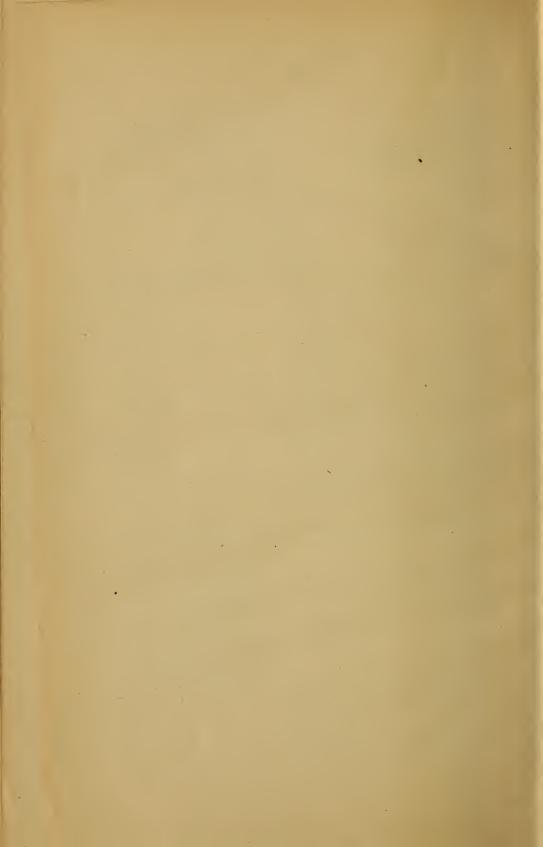
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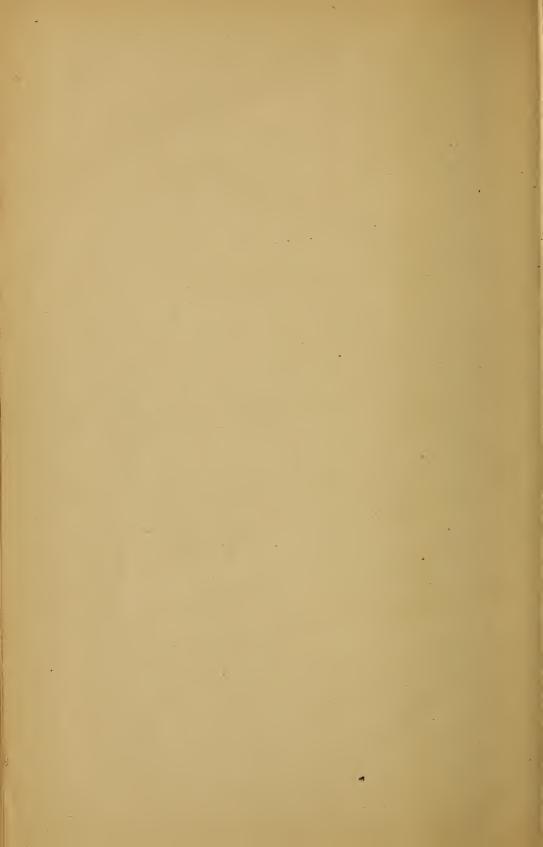
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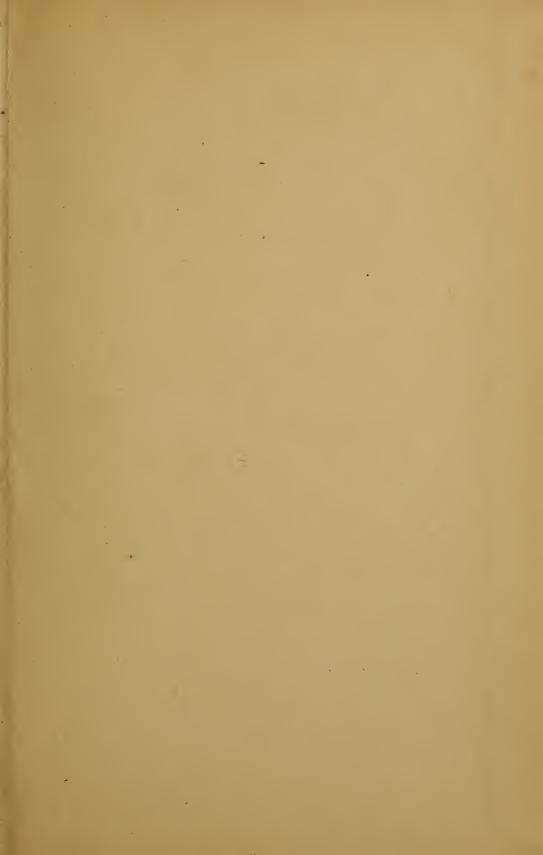












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